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ABSTRACT

Using the Akron (Ohio) Metropolitan Area as the study area, the exploratory research Project TOTAL (TO Teach ALl) is aimed at developing a generalizable model for analyzing urban adult educational needs, with disadvantaged adults receiving special attention. A primary purpose of the project TOTAL study is the collection of data for use in planning and coordinating post secondary programs serving the needs of the urban disadvantaged. Focusing on young people and adults beyond high school, data collected during the 1973 winter-sprint session was analyzed using course type (vocational-technical, personal development, and basic education) as the primary independent variable. It was found that the disadvantaged participated less than nondisadvantaged in adult education courses and generally utilized job related programs. An exploratory model consisting of a set of inquiries and recommended data sources in proposed for investigating adult education programs and strengthening post secondary programming. A 51-page appendix offers tables and questionnaires. (MW)

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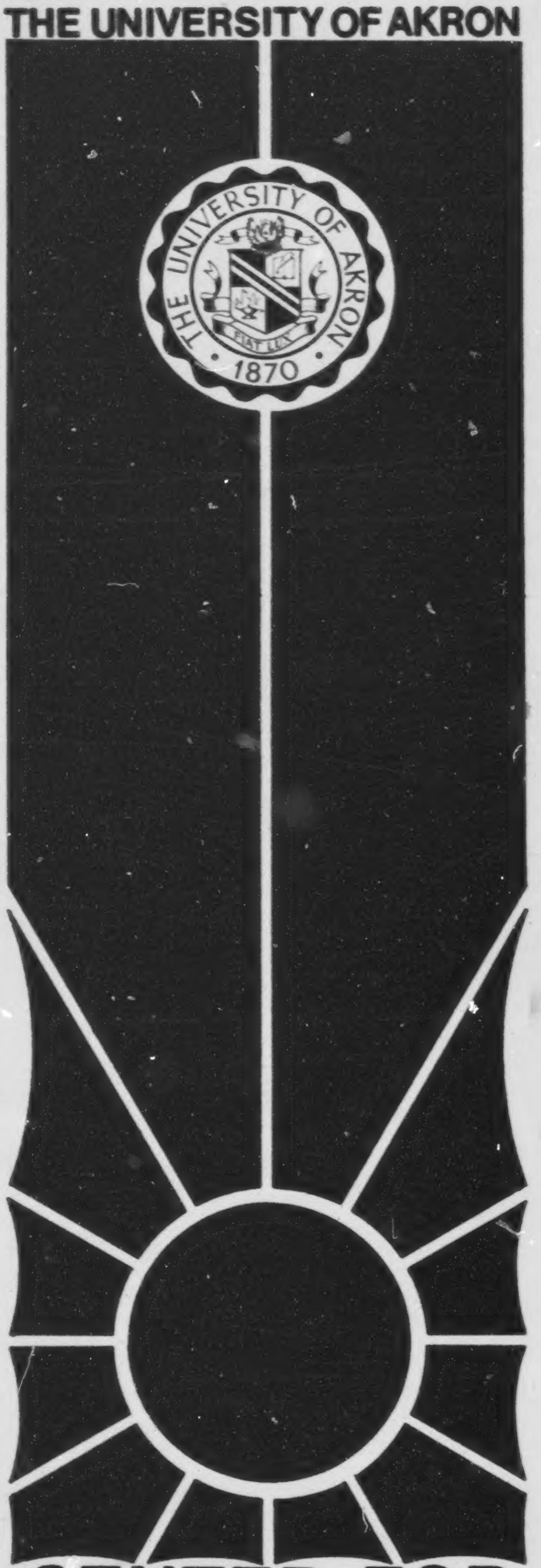

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PROJECT TOTAL

AN INQUIRY INTO THE DEVELOPMENT OF A MODEL FOR IDENTIFYING UNMET NEEDS IN URBAN POST SECONDARY EDUCATIONAL OFFERINGS

DECEMBER, 1973

CE001521

CENTER FOR
URBAN STUDIES

ABSTRACT

Project TOTAL (to teach all) is exploratory research aimed at developing a generalizable model for analyzing urban adult educational needs. Using the Akron Metropolitan Area (Summit County, Ohio) as the study area, a Course Fact Sheet was designed to collect data on adult education courses offered during the 1973 winter-spring session. Additionally, interview schedules were developed and employed to gather information from program administrators, adult participants, and adult nonparticipants. The resultant data was analyzed using course type--vocational-technical, personal development, and basic education--as the primary independent variable.

The adult education needs of disadvantaged adults, those persons living in low socioeconomic status areas, received special attention. It was found that the disadvantaged taking adult education courses were generally enrolled in employment or job related programs; however, the proportion of disadvantaged participating in adult education was less than nondisadvantaged.

Project TOTAL proposes an exploratory model consisting of a set of inquiries and recommended data sources for investigating the scope, availability, participation, quality, and conditions of adult education programs. Hopefully, this study will aid and encourage educational planning in urban communities to strengthen educational programming at the post secondary level.

Final Report

Project No. 2-E-058
Grant No. OEG-~~1~~5-72-0048 (509)

Project TOTAL -- To Teach All

An Inquiry into the Development of a Model for Identifying Unmet Needs in Urban Post Secondary Educational Offerings

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I. INTRODUCTION

The goal of every urban community in America should be to provide for its citizenry a total education from preschool through senior citizen programs. The implementation of such a goal is necessary, for life-long education is generally considered to be the passport through which individuals realize more fully the benefits of our society. Thus, to avoid blocking individual opportunity, an urban community must provide a program designed "to teach all," a TOTAL educational system.

This system must recognize education on all levels, but particularly beyond high school since the accelerated demand for new skills necessitates the need for training and retraining for new opportunities. As a well known educational administrator summed up the situation:

> We have not progressed to any degree of satisfaction in structuring or organizing education beyond high school so as to attract the right students to the right programs to the right institutions. We have not truly succeeded in inventing new programs, institutions, new ways of sharing faculty, facilities, and even ideas.[1]

Post secondary education, often referred to as adult education or continuing education, was once thought of as "catch up" work for those deprived of an adequate education in their youth. Such, however, is not the case today. With the country undergoing an information explosion, there is increased interest and participation in adult education programs. All over the country millions of adults are flocking back to school in quest of more knowledge about almost everything.

Adult education is the fastest growing level of instruction in the United States today. Enrollment in public adult education is growing at close to 11 percent a year, while the growth rate at elementary and secondary levels is a more modest 2 percent. In 1957 one out of every thirteen people, aged seventeen or over, was enrolled part time in a formal adult education activity. Today (1973) one out of every eight persons is enrolled in an adult education program (See Figure 1).[2]

Post secondary education stresses learning as an integral part of life, not something separate from it. Whether it is a vocation-related program, a personal

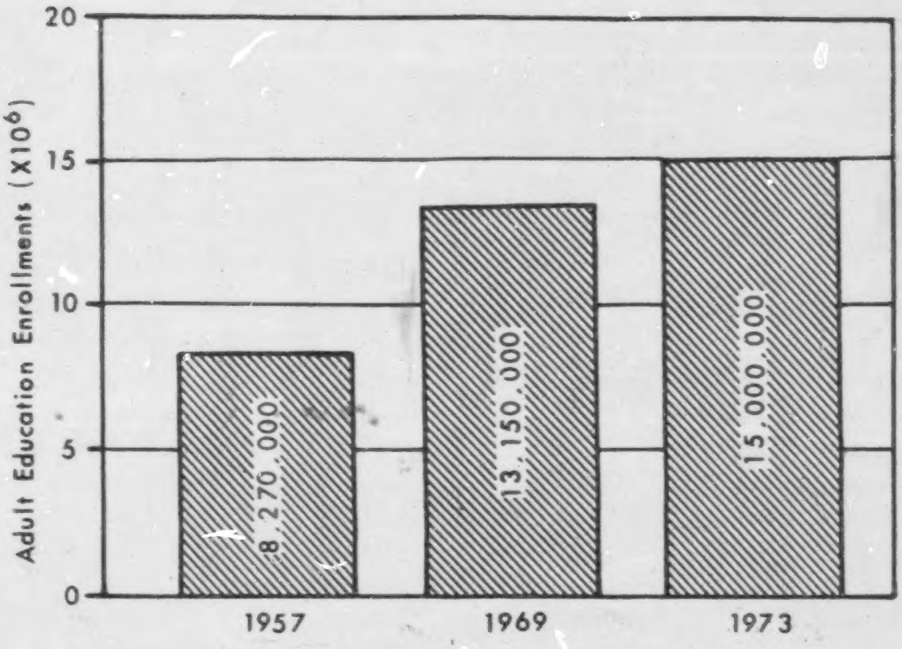


Figure 1
Number of People Enrolled in Adult Education Programs in United States

development course, or special educational training, the individual participating in a program is generally holding a job; or if participating full time, he is an adult who has returned for retraining to acquire a new vocational skill.

Adult education in the United States is basically local in nature. It is a complex mixture of private and public organizations operating under the law of supply and demand. This condition, while both a strength and weakness, has prompted an increased recognition of the need to expand and coordinate post secondary educational offerings. Speaking to this point, Dr. Dominic Guzzetta, President of The University of Akron, said that there is a need for a more flexible definition of higher education--one which includes all types of post high school educational experience. We need to eliminate "the stigma of second-class citizenship for the person who fails to achieve a college degree."[3]

A metropolitan area such as Akron presents many opportunities and challenges for post secondary education programs. With a large adult population, there is a greater opportunity for specialization both by students and institutions. However, with many agencies involved in educational activities, there is more chance for overlapping programs and duplication of efforts. As the size of the metropolitan area increases, communication becomes increasingly difficult and there is a greater need for coordination and planning of post secondary programs.

This is the purpose for which Project TOTAL was conceived--to study the nature and scope of adult educational programs being offered in an urban community in order to determine whether there exists unmet needs, particularly for the urban disadvantaged. Project TOTAL is exploratory in nature. For Akron, the next stage will be to use the research findings to design an implementation strategy directed at a community-wide effort to plan and coordinate post secondary programs of all types.

From the study of Akron's programs, a methodology will be suggested for use by other urban areas to allow them to study their adult education programs. Hopefully, this study will provide the necessary information by which educational planning in a metropolitan area can realistically strengthen educational programs on the post secondary level.

II. METHODOLOGY

A. The Study Locale

The Akron Metropolitan Area (defined as Summit County for the purpose of this study) is located in northeastern Ohio about twenty-five miles south of Cleveland. The area consists of thirty-four units of local government comprised of nine cities, eleven villages, thirteen townships, and the County (See Figure 2). Population and housing counts are shown in the Appendix. Summit County is the fifth most populous urban area in the state with a total population of 553,371. Its adult population, aged eighteen years and over, numbers 360,320; and 55 percent of all persons aged twenty-five or over are high school graduates.

B. The Collection of Information on Adult Education Courses

Given the great breadth of programs that constitute post secondary education, it was necessary first to define what activities would be included in the study. After reviewing the literature and consulting with local adult education administrators, the investigating team arrived at the following operational definition for the purpose of the study.

> Adult education courses are preplanned events open to any person aged sixteen years and older, offered in a minimum of two sessions, consisting of at least four hours, for the primary purpose of increasing the knowledge, skills, and sensitivity of the participants. This includes recreational instruction and instruction in arts, crafts, and music but excludes the actual playing of sports or the practice of the arts.

The initial Project TOTAL activity was the collection of data on adult education course offerings in the Akron Metropolitan Area. To provide for the systematic collection of this information, a Course Fact Sheet was designed. This was to be filled out by a program administrator, one of his staff, or by a member of the investigating team. It requested information on each adult education course offered by a particular institution or organization during the 1973 winter-spring session. The Course Fact Sheet provided space to list on a course-by-course basis: class enrollment, participants' race and sex, method of instruction, class location, age range of students, number of years course has been offered, and tuition fee. A copy of the Course Fact Sheet is included in the Appendix.

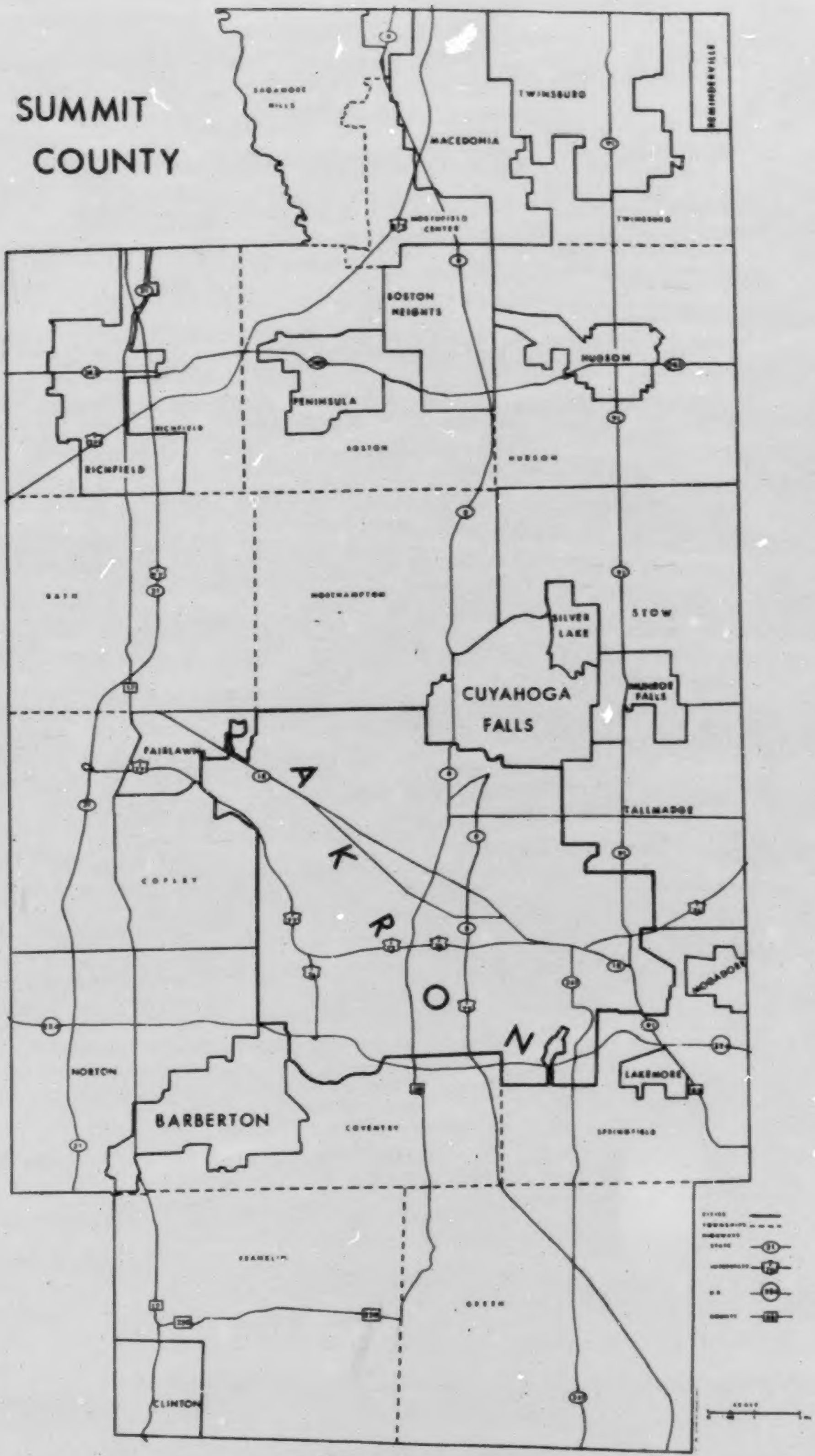

SUMMIT COUNTY
SAGAMORE HILLS
MACEDONIA
TWINSBURG
REMINDERVILLE
NORTHFIELD CENTER
TWINSBURG
BOSTON HEIGHTS
HUDSON
PENINSULA
RICHFIELD
RICHFIELD
BOSTON
HUDSON
BATH
NORTHAMPTON
SILVER LAKE
STOW
CUYAHOGA FALLS
MUNROE FALLS
FAIRLAWN
AKRON
TALLMADGE
COPLEY
MOGADORE
NORTON
LAKEMORE
BARBERTON
COVENTRY
SPRINGFIELD
FRANKLIN
GREEN
CLINTON

Figure 2
Akron Metropolitan Area

From the outset it was realized that it would be impossible to gather information on every adult education course offered in the Akron area. However, the data collected comprises 661 course offerings and represents an estimated 90 percent of all adult enrollments for the 1973 winter-spring session.

C. The Administrator's Interview Schedule

In conjunction with collecting data on adult education courses, an interview schedule was drawn up for use in gathering information from program administrators in the Akron area. The Administrator's Interview Schedule provides for the collection of information on enrollment, admissions, curriculum, staff, financing, and physical facilities (See Appendix for copy). The interview schedule utilized almost equal numbers of structured and unstructured (open-ended) questions, thus allowing the administrators to express freely their thoughts about adult education programs.

In selecting administrators to be interviewed, it was decided to contact all of the administrators conducting major adult education programs in the Akron area rather than employing sampling techniques. In all, thirty-four interviews were conducted. The adult education programs represented had enrollments during the 1973 winter-spring session ranging from 15 to 7,820 participants and a total 1972 enrollment of nearly 17,000 adults.

D. The Classification of Course Offerings

In order to facilitate the collection and analysis of course data, adult educational offerings were classified by institutional setting. This typology is based on one suggested by E. K. Fretwell, Jr., in an article entitled "Post Secondary Education in Metropolitan Areas."[4] The six categories or settings are:

1. Baccalaureate and graduate programs in colleges and universities
2. Programs in two-year community and technical colleges and junior colleges
3. Noncredit adult education programs offered by public educational institutions
4. Adult educational programs offered by noneducational institutions

5. Special training programs offered by employers and private educational agencies.

6. Vocation-related programs stimulated by federal and state fundings.

In conducting interviews with program administrators, a limitation in using institutional setting as an independent variable became evident. Different types of programs are often offered within the same institutional setting. For example, at The University of Akron there are baccalaureate and graduate degree programs (setting one), two-year Community and Technical College programs (setting two), noncredit adult education programs (setting three), and vocation-related programs stimulated by federal and state funding (setting six). The Akron Board of Education offers noncredit adult education programs (setting three) and vocation-related programs stimulated by federal and state fundings (setting six). The investigators found the mixing of course types limited the use of institutional setting as the basis for the analysis of program offerings.

The classification scheme that the investigating team employed in studying the adult education program categorized program offerings by type as follows:

1. Degree-granting programs

   This includes baccalaureate and graduate programs as well as associate degree programs offered by The University of Akron (institutional settings one and two).

2. Basic education programs

   This category includes courses which provide adults with both eighth grade equivalency certificates and high school diplomas through evening high school or graduate equivalency degrees (GED). Also included in this category are programs offered to foreign-born residents, including English language and citizenship courses. These programs are generally conducted by public educational and noneducational institutions as noncredit courses (settings three and four), although occasionally they are offered as part of vocation-related programs stimulated by state or federal funding (setting six).

3. Personal development programs

This category includes programs that are taken to increase the individual's general knowledge, skill, or enjoyment of a particular subject. Included here are such courses as sewing, furniture refinishing, noncredit foreign language courses, religious education courses, and courses on general interest subjects such as crime and the environment. A course is included in this category if the participants are not taking it primarily to improve job performance or employment opportunities. Personal development courses are generally offered as noncredit courses by educational institutions (setting three) or by noneducational institutions (setting four).

4. Vocational and technical programs

This category includes programs that are being taken to improve the participant's job performance or employment opportunities. It includes such programs as manpower training, apprenticeship training, private trade and business school courses, and practical nursing. These programs are generally offered by employers and private agencies (setting five), as vocation-related programs stimulated by federal and state funding (setting six), and by public educational institutions (setting three).

After reviewing the information on the classification of adult education courses, it was decided not to survey adults participating in degree-granting programs. In the Akron Metropolitan Area these courses are offered exclusively by The University of Akron and a detailed analysis of student enrollment is done annually by the University and submitted to the Ohio Board of Regents. While a sample of University student data was analyzed for Section IV of the report, dealing with the urban disadvantaged and adult education, it was felt that grant funds would be better allocated to study adult participation in the three types of courses; namely, basic education, vocational-technical, and personal development, for which less data are currently available.

E. The Student Questionnaire

In studying adult education in the Akron Metropolitan Area, survey instruments were designed to obtain information from both a sample of adults currently taking courses and a sample from the general public not enrolled in courses.

The instrument employed for collecting information on adult education participants was the Student Questionniare. This was developed specifically for Project TOTAL and pretested prior to general application. In selecting the sample, the investigators relied on course information as made available through program administrators and gathered using the Course Fact Sheet.

After collecting preliminary information on courses representing an enrollment of just over 8,000 adults, a random sample stratified by type of course--basic education, vocational-technical, and personal development--was selected. The sampling procedure identified fifty-one classes in which completed questionnaires were obtained from 474 adults. This included a return of 23 from basic education, 202 from personal development, and 249 from vocational-technical course participants.

A major problem experienced in the sampling was that the percentage of adults by course type completing the Student Questionnaire differs significantly from the overall course enrollments by course type. This is explained largely by the fact that when the Student Questionnaire was administered, often only half of the students would be attending class. Therefore, the anticipated number of interviews was not obtained; and since this happened more often in personal development type courses, it resulted in an undersampling of this category. The reader is cautioned that the data gathered with the Student Questionnaire should not be extrapolated to the entire adult student population in the Akron Metropolitan Area.

F. The General Public Questionnaire

In order to obtain information from a sample of adults residing in the Akron Metropolitan Area but not enrolled in courses, a telephone questionnaire was designed. To obtain the appropriate cross-section of completed interviews, a stratified sample was drawn based on the socioeconomic status (SES) of the respondent's area of residence. Using 1970 census data, a ranking of all 105 census tracts in Summit County was compiled based on each tract's socioeconomic characteristics. (See Appendix for detailed discussion of this procedure.)

The investigators then obtained information from local telephone companies in order to identify telephone exchanges by geographic area. By approximately fitting exchange areas with census tracts, it was possible to assign status levels to all of the telephone exchanges in use throughout the Metropolitan Area.[5] Based on a sample size of approximately 250 interviews, telephone exchanges were selected to produce a distribution of interviews comparable to the Metropolitan Area's distribution of population on the basis of SES. Table 1 shows the breakdown of both the completed telephone interviews and area population by SES levels.

Table 1

Socioeconomic Status Levels of Respondents to General Telephone Questionnaire and Akron Area Population Akron Metropolitan Area, July, 1973

Socioeconomic Status Levels	Respondents to General Public Questionnaire		Akron Area Population	
	No.	Per-cent.	No.	Per-cent.
High	37	15	78,271	14
Middle-High	99	39	216,945	39
Middle-Low	95	37	209,140	38
Low	23	9	49,015	9
Total	254	100	553,371	100

Source: Project TOTAL, General Telephone Questionnaire, Center for Urban Studies, The University of Akron and 1970 Census of Population and Housing, Census Tracts, Akron, Ohio, Report PHC(1)-2.

Telephone interviewers were assigned a quota of calls to be completed for specific telephone change areas. They were not told what SES level the exchange represented, and areas were mixed so that interviewers would be working with more than one SES level. The students were also given lists of four-digit random numbers and instructed to use the random number list to complete their phone calls. If a call was not completed (no answer, busy, not a working number, commercial or business establishment), they were instructed to use the next set of random digits to try to complete the call. It was found that an average of five to seven dialings were made to obtain a completed interview. There were very few refusals; most uncompleted calls were "no answers" and "not a working number." The General Public Questionnaire required from five to eight minutes to administer, and the 254 completed interviews were obtained in ten working days.

III. ADULT EDUCATION IN THE AKRON METROPOLITAN AREA

Chapter Summary

In gathering information about adult education in the Akron Metropolitan Area, data were compiled on 661 adult education courses; interviews were held with 34 program administrators, 474 adults currently enrolled in classes, and 218 adults not taking adult education courses.

For the purpose of analysis, courses were divided into three types--basic education, personal development, and vocational-technical. Of the courses surveyed, estimated to be about 90 percent of the total enrollments for the period studied, about half were of the personal development type while just over a third were vocational-technical courses. Tuition fees varied considerably. Most of the basic education courses were offered free of charge, while the majority of personal development courses cost under $25. However, for vocational-technical courses, many of which last more than twenty-six weeks, tuition fees over $200 were not uncommon.

In talking with program administrators from the major adult education programs, it was discovered that adult education has roots in the Akron Metropolitan Area reaching back a considerable length of time. About two-thirds of the programs were established more than ten years ago, while just over half have been operating for better than thirty years. Most (82 percent) of the adult education programs studied charge tuition fees; and public funds, either federal, state, or local, are used by about two-thirds to supplement student fees. Private funds are used by about a third to help underwrite the cost of their adult education programs. Financial assistance for participants is provided by nearly 60 percent of the programs studied. This assistance is generally in the form of a loan, a tuition waiver, free course materials, or a combination of these. The investigators found that adult education courses are generally held in school classrooms, though nearly 40 percent of the organizations interviewed have their own facilities especially designed for post secondary courses.

Program administrators think more people could be reached with adult education courses and feel increased daytime programming is necessary. The greatest unmet need in the Akron area is the vocational-technical field, and administrators indicated that several new vocational-technical centers should be built. One specific recommendation was the need for more programming for older citizens. A need was expressed for an evening high school in northern Summit County offering basic education courses. There was lack of general agreement among administrators about the need for additional personal development type courses. Some felt there already exists sufficient numbers of these courses, while others see the potential for expanding personal development offerings. In degree granting programs the only need expressed was for a Master's level program in nursing.

In a sample of 474 adults enrolled in classes during the winter-spring session, the investigating team found that the great majority, 81 percent, have positive feelings about their adult education experience. Only a few (5 percent) indicated any dissatisfaction with their courses. Most participants felt courses were conveniently located, and for about two-thirds commuting time, one way, was fifteen minutes or less. Only a few adults (6 percent) spend more than 30 minutes traveling to class. The automobile was overwhelmingly the favored means of transportation, with nine out of ten participants using their own car or riding with a friend to attend class.

About three-quarters of the respondents felt that tuition costs were reasonable and only a few considered tuition charges high. When participants were asked to rate the facilities where their classes were held, just under half of them gave them a good rating. About an equal number rated them adequate or passable, and only a few (3 percent) considered them poor.

In trying to determine why adults enroll in post secondary courses, the investigators found that nearly two-thirds of the respondents said their participation was related to job or employment opportunities. When this question was analyzed by type of course, nearly all of those enrolled in vocational courses were attending for job-related reasons. Even for personal development type courses, about a third indicated there were job-related reasons for their participation.

The social aspect of adult education was studied, and about 20 percent of the respondents said they participated in out-of-class social activities. An even greater proportion, about a third, indicated a preference for this type of social activity.

One of the main purposes for surveying adults not enrolled in courses was to gain insights into reasons for lack of participation. Lack of time and interest appeared to be major reasons why adults are not participating. To only a slightly lesser extent, family responsibilities and lack of money contribute to nonparticipation. The lack of information about course offerings is also a factor, but apparently not as important.

When participants were asked what type of adult education course they would be interested in, equal numbers selected the vocational-technical and personal development types. However, if those indicating an interest in degree-granting courses are combined with those interested in vocational-technical courses, then nearly 60 percent of adults mentioning a specific type of course they would like to take indicated an interest in career-related adult education.

A. Types of Programs

In conducting the Project TOTAL study, information was gathered on 661 separate courses offered in Summit County during the 1973 winter-spring session (January-April). For the purpose of analysis, adult education courses were divided into three major categories: (1) basic education; (2) personal development; and (3) vocational-technical.

1. Enrollment

There were 14,581 adults attending the 661 courses for which data were gathered. This breaks down into an enrollment of 1,742 in basic education, 7,445 in personal development, and 5,394 in vocational-technical.

Female enrollment was dominant, 61 percent, in personal development courses, whereas only 32 percent in vocational-technical courses and 7 percent in basic education were female.

Despite a considerable amount of missing data concerning the racial composition of the participants in the courses examined (missing observations: basic education, 59 percent; personal development, 31 percent; vocational-technical, 59 percent), it is estimated that the greatest amount of black participation was in vocational-technical programs and the least in personal development.

Table 2

Adult Education Total Enrollment and Female Enrollment by Course Type
Akron Metropolitan Area, Winter/Spring Session, 1973

Type of Course	Total Enrollment		Female Enrollment	
	No.	Per-cent.	No.	Per-cent.
Basic Education	1,742	12	501	7
Personal Development	7,445	51	4,331	61
Vocational-Technical	5,394	37	2,226	32
Total	14,581	100	7,058	100

Source: Project TOTAL, Course Fact Sheet, Center for Urban Studies, The University of Akron.

2. Course Location

The three categories of courses--namely, basic education, personal development, and vocational-technical--are primarily concentrated in Akron where 65 percent of the classes are offered.

Personal development classes, as shown in Table 3, have the widest distribution throughout the County, being offered within Akron, Barberton, Cuyahoga Falls, Fairlawn, Macedonia, Stow, Tallmadge, Hudson, Peninsula, Copley, Franklin, and Northampton. By comparison, basic education courses are offered only in Akron and Barberton. Likewise, vocational-technical programs also cluster in the central city areas of Akron, Barberton, and Cuyahoga Falls.

3. Tuition

There is a wide range in tuition costs for the courses surveyed, from no tuition to well over $1,000 for lengthy courses of a professional nature, such as nursing. Basic education has more free courses (45 percent) and where a

Table 3

Location of Adult Education
by Course Type
Akron Metropolitan Area, Winter/Spring Session, 1973

Location	Type of Course							
	Basic Education		Personal Development		Vocational-Technical		Total	
	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.
Akron	35	81	220	57	172	75	427	65
Barberton	8	19	20	5	31	13	59	9
Cuyahoga Falls	..	..	42	11	14	6	56	8
Fairlawn	..	..	11	3	..	..	11	2
Macedonia	..	..	18	5	1	[a]	19	3
Stow	..	..	16	4	2	1	18	3
Tallmadge	..	..	27	7	2	1	29	4
Hudson	..	..	17	4	1	[a]	18	3
Peninsula	..	..	3	1	..	..	3	[a]
Copley Township	..	..	7	2	..	..	7	1
Franklin Township	..	..	4	1	..	..	4	[a]
Green Township	..	..	..	..	9	4	9	1
Northampton Township	..	..	1	..	..	..	1	[a]
Total	43	100	386	100	232	100	661	100

[a] Less than 0.5 percent.

Source: Project TOTAL, Course Fact Sheet, Center for Urban Studies, The University of Akron.

charge is involved, it is seldom over $25 (see Table 4). Basic education in courses for which tuition is charged are usually those for New Americans, such as "English As a Second Language."

Tuition fees for personal development courses are generally under $25; but by comparison with basic education courses, only 12 percent are free. The greatest variation in tuition fees is to be found in the vocational-technical programs. Although once again the highest proportion of classes (42 percent) charge tuition under $25, this is a considerably smaller percentage than for the other two categories.

A calculation of median and mean tuition fees reveals that for 628 courses surveyed, the mean or average fee is $181.56, while the median course fee including free courses is $14.94.

4. Duration

There were considerable differences in length of instructional periods, but most courses (73 percent) lasted twelve weeks or less. Nearly all, 91 percent, of the personal development courses lasted only twelve weeks or less, whereas 46 percent of the vocational-technical courses lasted over thirty weeks (See Table 32 in Appendix).

B. The Organization and Administration of Adult Education in the Akron Area

Using the Administrator's Interview Schedule, specific and detailed information was gathered on thirty-four adult education programs in Summit County. Since the organizations represented in the group of interviews include all of the major adult education programs, with their 1972 enrollments totaling nearly 17,000 adults, these interviews provide an overview of adult education programs in the Akron Metropolitan Area.

Almost half of the programs examined were founded over thirty years ago. Of the remaining programs, seven were established between ten and twenty years ago, while eleven were set up within the last ten years. It is apparent, therefore, that adult education in the Akron Metropolitan Area has long-established roots reaching back a considerable length of time. The majority of the recently experienced

Table 4

Tuition for Adult Education by Type of Course
Akron Metropolitan Area, Winter/Spring Session, 1973

Type of Course	Tuition																	
	Free		$1-25		$26-50		$51-75		$76-200		$201-500		$501-1,000		$1,000 and Above		Total	
	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.
Basic Education	19	45	21	50	2	5	..	..	..	..	..	..	..	..	..	..	42	100
Personal Development	45	12	295	80	22	6	6	2	1	a	..	..	..	..	..	..	369	100
Vocational-Technical	25	12	90	42	15	7	18	8	11	5	19	9	8	3	31	14	217	100
Subtotal	89	14	406	65	39	6	24	4	12	2	19	3	8	1	31	5	628[b]	100

[a] Represents less than 0.5 percent.

[b] Total is less than 661 because data were not available for thirty-three course offerings.

Source: Project TOTAL, Course Fact Sheet, Center for Urban Studies, The University of Akron.

increase in adult education programming is primarily a result of the expansion of course offerings by long-established organizations, such as the Akron Board of Education, Department of Special Programs of Akron University, and suburban boards of education. To a lesser degree, the newer federally and state funded vocational programs contributed to the increase.

1. Enrollment

In 1972, 1,303 individual classes were scheduled by the thirty-four organizations contacted, but only 1,017 classes or 78 percent were actually held. Lack of registration was the major reason for cancellation, and this occurred most often in the case of personal development programs. Most organizations need a minimum of ten people to defray the costs of an instructor.

2. Admission Policies

Twenty-one of the thirty-four organizations contacted indicated there is no minimal educational level for admission to their program. The twelve that do are programs of a vocational-technical nature which includes registered nursing, practical nursing, and apprenticeship programs. The minimum educational requirement is the completion of high school with either a diploma or GED certificate.

Tests to admit or place applicants in programs are administered by thirteen organizations. Admittance exams are required where the organization is seeking the most qualified applicants for vocational-technical programs, such as nursing and apprenticeship programs. A number of basic education programs will in some cases give a student a placement test to ensure entry at the proper level. None of the personal development courses required special tests for admission.

With the exception of three programs examined, all the organizations contacted indicated their programs are open to the public. Some course offerings are restricted to the disadvantaged or foreign born. Individuals are occasionally restricted from course entry because of ill health, but this applies only in those vocational-technical programs requiring a high degree of physical fitness.

3. Staff

All but two of the thirty-four major adult education programs pay their instructors. Instructors in personal development and vocational-technical courses of short duration are most commonly reimbursed by the hour. In the ongoing vocational-technical programs such as practical nursing and the manpower training programs, teaching personnel are salaried (See Table 33 in Appendix).

The training of instructors either prior to the commencement of teaching responsibilities or concurrent with them is undertaken by about half the organizations contacted.

With the variety and scope of adult educational offerings, the potential participant is often faced with a bewildering choice of courses. Yet course counseling prior to enrollment is provided by less than half (43 percent) of the organizations surveyed. Once adults are enrolled in courses, the opportunity for counseling increases, and nearly 70 percent of the administrators interviewed said they do provide this service for participants. Only in a few instances do counselors have professional training.

4. Funding

Program funding differed with the nature of the program and the sponsoring organization; nearly all organizations surveyed utilized a combination of financial support methods (See Table 5). Tuition fees, used by over four out of five organizations, were by far the most commonly employed means of program support. Some type of public support, either federal, state, or local, was used by just under half of the programs, while private funds were used by about one-third to support adult education programs.

Over half (58 percent) of the administrators indicated that their organization provides financial assistance for students. This can be in the form of scholarships, loans, tuition fee waivers, free course materials or a combination of these.

Table 5

Financial Support for Adult Education Programs Akron Metropolitan Area, 1973

Type of Financial Support	Adult Education Programs[a] (N=34)	
	No.	Per-cent.
Tuition Fees	28	82
Local Public Funds	15	44
State Funds	13	38
Private Funds	11	32
Federal Funds	9	27
Private Grants	4	12
Membership or General Fees	3	9

[a] Question allowed multiple response so figures do not total; percentages based on number of program administrators using financial support type indicated.

Source: Project TOTAL, Administrator's Interview Schedule, Center for Urban Studies, The University of Akron.

5. Physical Facilities

A range of facilities are used for adult education classes including school and church classrooms, community centers and classrooms in buildings occupied by organizations sponsoring courses. Of the thirty-four programs studied, exactly half (eighteen) had facilities designed specifically for adult education purposes. Also, over half (56 percent) of the administrators interviewed said they have to limit enrollment in some way because of insufficient physical facilities. The lack of facilities generally occurs in vocational-technical programs where additional space or teaching equipment is costly. This means that without additional public funds it is unlikely these programs will be able to expand to serve more adults.

6. Other Considerations

Textbooks were used to some degree in all but one program. There is an even division between organizations which provide texts free of charge or make them available on loan and those where the participant purchases his own books.

There appears to be cooperation between the organizations administering adult education and other organizations in Summit County. Cooperation is either of a permanent nature, such as associations between hospitals and pratical nursing programs, or of a temporary kind, such as a course on small boat handling taught as the need arises by the Akron Power Squadron under the auspices of one of the school boards.

Over half the adult education programs studied in depth have an advisory committee which is consulted on policy matters. Also, nine out of ten administrators indicated that they constantly evaluate their programs, either on a formal or informal basis. Student performance is usually evaluated in over half of the programs and in nearly every instance occurs in the vocational-technical and basic education courses but seldom in the personal development courses.

Students are attracted to adult education programs in a variety of ways. The most common means employed is the use of brochures, followed by newspaper advertisements, direct mailing of brochures, press releases, and radio announcements. One particularly novel way is the placing of brochures or flyers in frequently visited neighborhood stores. The high cost of television time probably explains the minimal use of this media for recruiting students. Those who use it do so by appearing on local interview shows to talk about their programs (See Table 34 in Appendix).

C. Program Administrator's Thoughts About Adult Education Needs

The administrators of the major adult education programs in the Akron Metropolitan Area were asked for their thoughts about special needs existing in adult education. Several responded that the potential exists to reach many more people than now being reached. This could be done in different ways. Although many high schools outside the city are involved in adult education, more classes could be offered by suburban schools. This also would ensure a better dispersal of programs throughout the Metropolitan Area.

Increased daytime programming was also considered necessary to reach larger numbers of people. This was thought to be important for men as well as women, since Akron as a large industrial center has a vast number of shift workers. Two administrators mentioned a lack of programming for older citizens in the Akron Metropolitan Area expressing a concern about the lack of courses providing vocational training for persons past fifty as well as personal development courses to enhance their well-being.

One administrator felt that the elimination of tuition fees for adult education courses is an important goal for which to strive. Several others, however, firmly uphold the necessity of tuition fees because it overcomes the "something for nothing stigma" they feel is detrimental to building participant loyalty. It appears this issue will remain one of heated debate for some time to come.

The investigators were told that a lack of state and federal monies for adult education programs not only necessitates the charging of tuition fees but also hinders program and faculty expansion, especially of vocational-technical courses.

Interest was expressed in forming an adult education council in Summit County to promote better coordination of programming and avoid unnecessary duplication. A related need voiced was for closer cooperation between governmental and private agencies.

In the realm of basic education courses, a strong need is seen to exist for an evening high school program in northern Summit County. Also in Akron there is a lack of daytime basic education classes. The special problems of New Americans, especially those trained as professionals in their own countries, should be met by special educational programs and by intensive counseling, expecially to aid them in job placement. In fact, counseling is seen by administrators as an important component of all programs dealing with immigrants.

There was little agreement among administrators about the need for additional personal development type courses. Several feel the area is inundated with this type of course; while others view the potential for expanding course offerings of this type as almost limitless.

It appears from the administrators' comments that the greatest unmet need lies in the vocational-technical field. They feel that more and better vocational-technical schools should be built and, in fact, it was suggested that a Summit County Vocational Center be established. Many skills apparently still need to be taught, for instance:

business English

graduate pharmacology courses

evening classes for practical nurses (who wish to reenter the profession)

remedial mathematics for those training in technical fields

on-site courses for quality control engineers

increased instruction in the machine trades

There is a need for more daytime vocational-technical programming.

The only need that comes to light in the degree-granting category is an acute need for a Master's program in nursing in the Akron area.

D. Characteristics of Respondents to Student Questionnaire

In order to obtain information on adults enrolled in post secondary education courses, the Student Questionnaire was administered to 474 individuals in fifty-one adult education classes in Summit County.

Of the 474 respondents surveyed, 59 percent were female. Most of the participants were between the ages of twenty-five and thirty-four; on the basis of course type, those enrolled in vocational-technical programs tended to be younger than those enrolled in personal development courses (See Table 35 in Appendix).

The distribution of respondents by governmental unit reveals that residents from twenty-one out of thirty-three municipalities were represented in the sample. Nearly half (46 percent) of those responding to the questionniare reside in Akron while about one-sixth (15 percent) are from outside Summit County (See Table 6). Akron residents dominate, accounting for nearly half of the respondents. Adults living in villages and in the townships of Summit County represent less than 15 percent of the participants surveyed.

In fact, this group is about the same size as those coming from outside Summit County to participate in adult education programs.

Table 6

Political Unit of Respondent to Student Questionnaire Akron Metropolitan Area, Winter/Spring Session, 1973

Political Unit	Respondents	
	No.	Per-cent.
Cities		
Akron	215	46
Barberton	21	4
Cuyahoga Falls	48	10
Fairlawn	4	1
Norton	6	1
Stow	16	3
Tallmadge	29	6
Villages		
Clinton	2	[a]
Hudson	12	3
Lakemore	1	[a]
Mogadore	1	[a]
Monroe Falls	4	1
Silver Lake	3	1
Townships		
Bath Township	1	[a]
Copley Township	3	1
Coventry Township	7	1
Franklin Township	5	1
Green Township	10	2
Northampton Township	4	1
Richfield Township	1	[a]
Springfield Township	8	2
Other		
Outside Summit County	69	15
Total	470[b]	100[c]

[a] Represents less than 0.5 percent.

[b] Total less than 474 because data were not available for four respondents.

[c] Column percentage rounded to equal 100 percent.

Source: Project TOTAL, Student Questionniare, Center for Urban Studies, The University of Akron.

Of those completing the Student Questionnaire, approximately 40 percent have completed high school and about another 20 percent have completed four or more years of college. Compared with the adult population of Summit County where 36 percent have completed high school and 10 percent have four or more years of college, the group sampled tended to have a higher level of educational attainment (See Table 7).

Table 7

Educational Attainment of Respondents to
Student Questionnaire
Akron Metropolitan Area, Winter/Spring Session, 1973

Highest Grade Completed	Respondents		Adult Residents of Akron Metropolitan Area[a]	
	No.	Per-cent.	No.	Per-cent.
Grade 8 or Less	20	4	67,307	22
Grades 9-11	41	9	65,846	22
Grade 12	193	43	104,916	36
Some College (1-3 Years)	118	26	29,202	10
College Degree or Beyond	81	18	31,224	10
Total	453[b]	100	298,495	100

[a] Akron Metropolitan Area defined as Summit County for Project TOTAL study.

[b] Total is less than 474 because data were not available for twenty-one respondents.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron and 1970 Census of Population and Housing, Census Tracts, Akron, Ohio, Report PHC (1)-2.

The participants occupationally have a higher percentage of professional and managerial personnel (32 percent) compared with the overall population of Summit County. As shown in Table 8, those of lower occupational skills are underrepresented in the group sampled. Operatives, laborers, service workers, and household workers represent 36 percent of the Summit County work force but only 18 percent of the adults surveyed in post secondary classes.

On the basis of income, the respondents were similar to the adult population of Summit County (See Table 9). One exception is in the $10,000 to $15,000 income range where the sample group is underrepresented compared with all Summit County families. The difference is made up by the slightly higher percentages of adults in the sample group with incomes less than $10,000.

E. Participants' Opinion of Adult Education Courses

Since the purpose of the Student Questionnaire was to learn what participants think about course offerings, the survey instrument included questions dealing with various aspects of adult education including course location and transportation, reasons for enrollment, course time, tuition costs, course content, facilities, and services.

1. Course Location

An effort was made to determine from participants whether or not class locations were conveniently located. Nearly all (91 percent) replied that the courses were suitably located, but 12 percent of the students enrolled in vocational-technical courses felt class locations were inconvenient (See Table 36 in Appendix).

An analysis of the time it took the participants to reach their classes shows that 61 percent of the participants were able to get to class in fifteen minutes or less; 33 percent took sixteen to thirty minutes; and only 6 percent traveled more than thirty minutes (See Table 10). It appears that people will travel farther to attend vocational-technical courses, since in this group 41 percent traveled between sixteen and thirty minutes and 9 percent traveled over thirty minutes. The fact that vocational-technical students travel farther to class probably explains why more people in this group felt class location was inconvenient.

Table 8

Occupations of Respondents to Student Questionnaire Akron Metropolitan Area, Winter/Spring Session, 1973

Occupation	Respondents		Adult Residence of Akron Metropolitan Area[a]	
	No.	Per-cent.	No.	Per-cent.
Professionals	61	21	31,811	15
Managers and Administrators	31	11	16,699	8
Sales Workers	18	6	16,343	8
Clerical Workers	70	24	38,218	18
Craftsmen, Foremen, Mechanics, Repairmen	53	18	30,094	14
Operatives	20	7	44,397	20
Laborers	1	6	9,709	5
Service Workers	31	11	23,627	11
Household Workers	6	2	1,859	1
Total	291	100	212,757	100

[a] For Project TOTAL study, The Akron Metropolitan Area is defined as Summit County.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron and 1970 Census of Population and Housing, Census Tracts, Akron, Ohio, Report PHC (1)-2.

Table 9

Household Income of Respondents to Student Questionnaire, Akron Metropolitan Area Winter/Spring Session, 1973

Annual Household Income	Respondents		All Families in Akron Metropolitan Area[a]	
	No.	Per-cent.	No.	Per-cent.
Less than $2,999	30	8	9,344	7
$3,000 to $4,999	46	11	9,744	7
$5,000 to $6,999	41	10	11,624	8
$7,000 to $8,999	53	13	18,119	13
$9,000 to $9,999	38	10	10,807	8
$10,000 to $14,999	97	24	47,441	33
$15,000 and Over	97	24	35,103	24
Total	402[b]	100	142,182	100

[a] Akron Metropolitan Area defined as Summit County for Project TOTAL study.

[b] Total is less than 474 because data were not available for seventy-two respondents.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron and 1970 Census of Population and Housing, Census Tracts, Akron, Ohio, Report PHC (1)-2.

Table 10

Travel Time to Attend an Adult Education Class
Akron Metropolitan Area, Winter/Spring Session, 1973

Travel Time to Class	Type of Course of Respondent							
Minutes	Basic Education		Personal Development		Vocational-Technical		Total	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Less than 15 Minutes	15	71	142	72	120	50	277	61
16 to 30 Minutes	6	29	48	24	97	41	151	33
31 to 45 Minutes	..	..	7	4	17	7	24	5
45 to 60 Minutes	..	..	1	1	4	2	5	1
Total	21	100	198	100	238	100	457[a]	100

[a] Total is less than 474 because data were not available for seventeen respondents.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

The fact that a participant is rarely inclined to spend longer than thirty minutes getting to his or her class is supported by the data from the General Public Questionnaire. Persons not taking adult education classes were asked how long they would consider traveling to attend a class. Most of those responding, 95 percent, said they would travel fifteen minutes, and over two-thirds indicated a willingness to travel thirty minutes.

The primary means used to get to class was the automobile. Just over four out of five of the respondents replied that they drove their own cars. If you combine this group with those who ride with a friend, then nearly 90 percent use the automobile to get to class. The use of mass transit was cited by only 3 percent of the respondents as their mode of transportation.

2. Course Times

Table 11 reveals that the great majority of the adult education courses are offered in the evening with only about one-fifth held during the daytime. Adults responding to the General Public Questionnaire indicated only a minor preference for evening classes, while expressing a considerable interest in daytime classes. This indicates a demand for daytime adult education programs that is not being met by current course offerings.

Only twenty-two out of 661 courses surveyed were scheduled for Saturday or Sunday. To determine whether people are interested in weekend classes, participants were asked to express a preference; only three out of 469 respondents indicated a desire for weekend programming. It would appear that there is no major demand for organizations to offer classes on Saturdays or Sundays.

3. Tuition Costs

Previously it was stated that most tuition fees are under $25. Those enrolled in adult education classes were asked how they felt about the cost of courses. Fifteen percent said that they were inexpensive; 76 percent thought them reasonable, leaving only 9 percent who considered tuition fees too high (See Table 37 in Appendix). Of the latter group, the highest percent was found among those enrolled in vocational-technical courses.

Table 11

Time of Day Adult Education Courses Are Offered
Akron Metropolitan Area, Winter/Spring Session, 1973

Time of Day	Type of Course							
	Basic Education		Personal Development		Vocational-Technical		Total	
	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.
Morning	2	6	34	9	5	3	41	7
Afternoon	..	..	28	7	3	2	31	5
Morning and Afternoon	3	9	3	1	31	18	37	6
Evening	25	78	332	83	105	60	462	76
Day and Evening	2	6	3	1	31	18	36	6
Total	32	100	400	100	175	100	607[a]	100

[a] Total is less than 661 because data were not available for fifty-four courses.

Source: Project TOTAL, Course Fact Sheet, Center for Urban Studies, The University of Akron.

4. Participants' Evaluation of Tuition, Courses, Facilities, and Services

Each participant interviewed was asked to rate the degree of satisfaction with the course taken. Five choices were given ranging from "very satisfied," "satisfied," and "mostly satisfied," indicating a positive feeling toward the course, to "dissatisfied" and "mostly dissatisfied," indicating negative feelings. The replies to the question, as shown in Table 12, indicate a very positive feeling about adult education classes. Ninety-six percent indicated satisfaction with their course and over half (51 percent) indicated a high degree of satisfaction. The negative responses were minimal with only 5 percent indicating dissatisfaction.

Table 12

Participant's Level of Satisfaction
With Adult Education Course
Akron Metropolitan Area, Winter/Spring Session, 1973

Level of Satisfaction	Type of Course of Respondent							
	Basic Education		Personal Development		Vocational-Technical		Total	
	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.
Very Satisfied	13	62	123	61	102	41	238	51
Satisfied	5	24	46	23	91	37	142	30
Mostly Satisfied	3	14	26	13	41	17	70	15
Mostly Dissatisfied	..	..	4	2	9	4	13	3
Dissatisfied	..	..	3	1	5	2	8	2
Total	21	100	202	100	248	100	471[a]	100

[a] Total is less than 474 because data were not available for three respondents.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

When asked to comment on the physical facilities in which classes were held, 46 percent of the respondents felt the facilities were good, 35 percent adequate, 16 percent passable, and 3 percent poor. When the variable was examined by type of course, this order was maintained for personal development and vocational-technical courses, but not for basic education. The majority (52 percent) of basic education students stated that their facilities were only adequate. Lack of space and equipment seem to be the major deficiencies for all course types (See Table 38 in Appendix).

5. Reasons for Enrollment

Data from both the Student and the General Public Questionnaires allowed an investigation as to why participants enroll in adult education programs. As would be anticipated, those attending basic education and vocational-technical classes enroll primarily to improve job performance or increase their opportunities for employment (See Table 13). Conversely, personal development students were usually enrolled for such reasons as "interest in subject," "self-improvement," and "to gain skill."

Since a number of people attend an adult education class partly for the companionship of others, data were sought on the occurence of out-of-class get-togethers and participants' feelings about them. About 20 percent of all classes do socialize outside the classroom. However, 35 percent of the participants favor such activities. The high percent of both the existence of out-of-class get-togethers in basic education programs and the interest in them by these students is probably a result of a significant number of New Americans within the basic education sample (See Tables 39 and 40 in Appendix).

F. Nonparticipants' Preferences for Adult Education Courses

As mentioned earlier in the report, a telephone survey of adults living in the Akron Metropolitan Area was conducted using the General Public Questionnaire. In all, 254 adults were interviewed, of which 218 were identified as not currently enrolled in an adult education course.

One of the questions asked in the survey was "If you were considering taking a course, in what kind of course would you enroll?" In analyzing the responses by course type, 21 percent indicated they would take a personal development course, and the same percentage (21 percent) indicated they would take a vocational-technical course.

Table 13

Whether Participation in Adult Education Course is Job or Employment Related Akron Metropolitan Area, Winter/Spring Session, 1973

Is Participation Job or Employment Related?	Type of Course of Respondent							
	Basic Education		Personal Development		Vocational-Technical		Total	
	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.
Yes	14	64	20	10	181	73	215	46
Partially Yes	5	23	38	19	45	18	88	19
No	3	14	141	71	23	9	167	36
Total	22	100	199	100	249	100	470[a]	100

[a] Total is less than 474 because data were not available for four respondents.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

Degree-granting programs were the selection of 12 percent of the respondents, while 2 percent indicated interest in basic education courses (See Table 14).

In studying the specific replies to the above question, business courses were the most often cited, followed by clerical and secretarial, arts, crafts, and hobbies, and homemaking classes. Of the 218 respondents not enrolled in a course during the 1973 winter session, 125 or 58 percent indicated an interest in taking some type of post secondary course.

G. Reasons for Nonparticipation

Nonparticipants were asked why they were not enrolled in adult education courses. The responses to this question as shown in Table 15 indicate the major reasons for those offering an opinion were that demands of family, children, or home were too time consuming. Interestingly, the lack of money was one of the least mentioned reasons.

To further explore reasons why people do not take courses, a number of hypothetical statements about why people do not attend adult education classes were read and after each statement the respondent was asked if the statement applied in his situation. The results here indicate that lack of financial resources is one of the major deterents to taking adult education courses (See Table 16).

Aside from a general lack of interest in taking courses, it would appear that finding sufficient time is the primary reason for not attending an adult education class. Insufficient time manifests itself in both the respondent's involvement in too many activities or his or her difficulty in making necessary home arrangements to attend class.

A sizable proportion of respondents (35 percent) were not aware of the adult education courses available to them. However, in response to a direct question about seeing The University of Akron's Special Programs supplement in the Akron Beacon Journal in February, 1973, 58 percent said they remembered it.

Table 14

Nonparticipants' Preferences for Adult Education Courses Akron Metropolitan Area, Winter/Spring Session, 1973

Course Preference	Respondent Number	Respondent Percent.
Basic Education		
Basic Education	4	2
Vocational-Technical		
Business	20	8
Clerical-Secretarial	15	6
Mechanical Engineering or Electrical Engineering Technology	8	3
Computer Science	3	1
Beautician	1	[a]
Personal Development		
Arts, Crafts, Hobbies	15	6
Homemaking	15	6
Self-Improvement	14	6
Physical Education--Sports	3	1
Degree Granting		
Liberal Arts	10	4
Medical	6	2
Teacher Education	5	2
Engineering	3	1
Business	1	[a]
Law	1	[a]
Other	1	[a]
Other Responses		
Don't Know	70	27
Not Applicable(Presently Enrolled)	36	14
Not Interested	23	10
Total	254	100[b]

[a] Represents less than 0.5 percent.

[b] Column percentage rounded to equal 100 percent.

Source: Project TOTAL, General Public Questionnaire, Center for Urban Studies, The University of Akron.

Table 15

Reasons Offered by Nonparticipants for Not Taking an Adult Education Course Akron Metropolitan Area, July, 1973

Reasons	No.	Per-cent.
Family or Home Too Time Consuming	57	22
Not Enough Time	28	11
Retired or Too Old	25	10
Not Interested	18	7
Ill Health	6	2
Not Enough Money	7	3
Plans to Attend Course Soon	5	2
Too Far to Travel	2	1
Other Reasons	12	5
No Reason Offered	57	22
Not Applicable/ Missing Data	37	15
Total	254	100

Source: Project TOTAL, General Public Questionnaire, Center for Urban Studies, The University of Akron.

Table 16

Statements of Reasons Why People Do Not Participate in Adult Education Courses
Akron Metropolitan Area, July, 1973

Statements[a]	Respondents Agreeing With Statement	
	No.	Per-cent.
I'm involved in so many other activities I don't have time to take a course. (N = 216)	104	48
It's too difficult to make arrangements at home to allow me to take a course. (N = 217)	96	44
I really don't know what adult education courses are being offered or where. (N = 217)	76	35
At this point in my life I'm not interested in taking an adult education course. (N = 215)	106	49
I just don't have the extra money to take a course now. (N = 216)	88	41

---

[a] Respondents were asked to indicate with a yes or no answer if the following hypothetical statement of reasons for not participating in adult education courses in their situation.

Source: Project TOTAL, General Public Questionnaire, Center for Urban Studies, The University of Akron.

IV. ADULT EDUCATION AND THE URBAN DISADVANTAGED

Chapter Summary

For the purpose of the Project TOTAL study, persons residing in any one of the sixteen low-status socioeconomic areas in Summit County were considered disadvantaged. The data from the Student Questionnaire indicate that those adults living in low socioeconomic status (SES) areas are not enrolled in adult education courses to the extent of those residing in high and middle-high SES areas. For the disadvantaged who are participating in adult education courses, the likelihood is that they are taking courses that are employment or job-related. Compared to the high SES group, the low-status individual is much more apt to be enrolled in a vocational-technical course than in a personal development course. Furthermore, the disadvantaged person taking adult education feels a greater need for course counseling.

For many of the variables studied, there is no significant difference between respondents on the basis of their SES of residence. The disadvantaged express sentiments similar to high and middle-high status participants in regard to course satisfaction, tuition fees, travel time, time of day for courses, and convenience of class location. However, the disadvantaged were much more inclined to ride the bus, walk, or ride with a friend to class while the higher SES groups overwhelmingly favored the private automobile as their means of transportation to class.

For those disadvantaged not taking adult education courses, it appears that lack of money and lack of time are significant reasons for their nonparticipation. It also appears that the likelihood of reaching the disadvantaged through adult education supplements in the local daily paper is not as effective as it is with reaching the high and middle-high SES groups.

In investigating the degree-granting programs at The University of Akron, the data reveal that, based on the proportion of college-age persons residing in the low SES areas of Summit County, the disadvantaged student was underrepresented at the University during the winter quarter, 1973.

A primary purpose of the Project TOTAL study is the collection of data for use in planning and coordinating post secondary programs serving the needs of the urban disadvantaged. Hopefully, this effort will eventually result in the channeling of more federal, state, and local resources to help meet these needs.

In its attempt to concentrate resources, Project TOTAL is similar to another local Office of Education program--Akron TREND (Targeting Resources on the Educational Needs of the Disadvantaged). TREND is a program which assesses the needs of disadvantaged students at the elementary and secondary level and attempts to channel resources to meet these needs. Under TREND, surveys were made of school facilities and home environment to determine the kind of programs required to better meet the needs of children attending Akron's inner city schools. Where TREND focuses on school-age youth, TOTAL focuses on young people and adults beyond high school. Both projects are aimed at providing a more efficient delivery system of federal-state-local resources to their target populations.

A. Identifying the Disadvantaged in Summit County

In establishing the Project TOTAL study design, one of the initial problems was identifying the urban disadvantaged in the Akron Metropolitan Area. A literature search revealed the lack of a simple uniform definition of "disadvantaged." The term appears to have different meanings depending on the context in which it is being used. For example, the U.S. Department of Labor defines "disadvantaged" for its Human Resources Development Program as, those poor individuals (incomes below poverty level) who are unemployed or underemployed and who are either (1) high school dropouts, (2) members of a minority group, (3) under twenty-two years of age, (4) forty-five years of age or older, or (5) handicapped.

Another definition is used by local boards of education to identify students who qualify for special services in conjunction with vocational education programs. Here a disadvantaged individual is identified in terms of the following:

Academically disadvantaged
  language deficiency
  reading deficiency
  computational deficiency
  general education deficiency

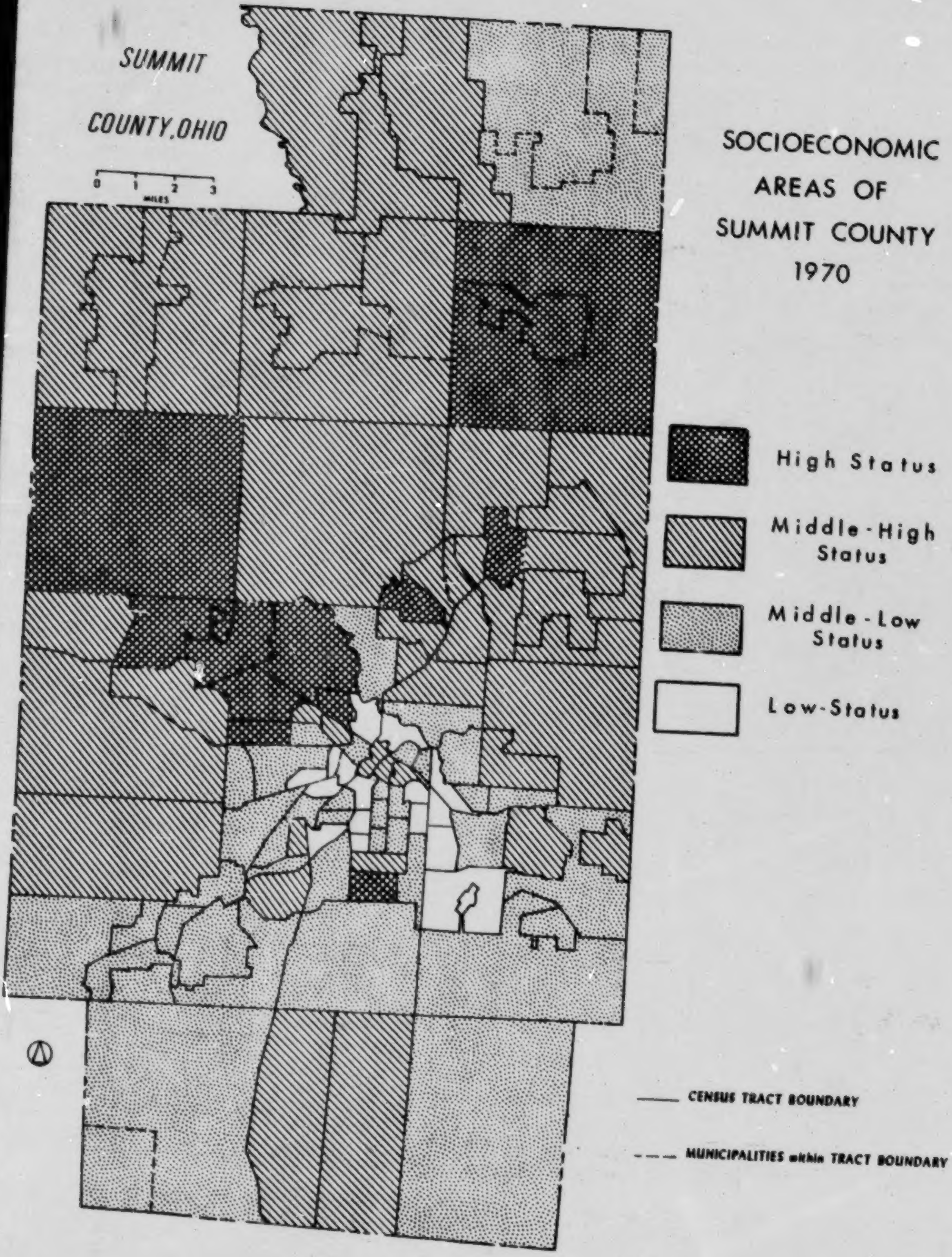
Socioeconomically or culturally disadvantaged
  social attitude
  personal disadvantage

It was obvious to the investigating team that within the limited resources of the TOTAL study, it would not be possible to identify specific individuals as disadvantaged, using personal characteristics. To do this would require eliciting detailed information which would not only be costly and time consuming but further raises the question of violation of personal privacy. Therefore, an alternative means of identifying urban disadvantaged in the context of the Project TOTAL study was sought.

The method employed utilized factor analysis techniques to identify the socioeconomic status (SES) of the urban areas (census tracts) that comprise Summit County. Using eighteen variables from the 1970 Census of Population and Housing, an SES index score was derived for each of the 105 Summit County census tracts. By placing these scores in rank order (from highest to lowest), a SES continuum was obtained for all areas of the County. Then, by dividing the continuum into four sections the following socioeconomic status levels were defined: low, middle-low, middle-high, and high. A more detailed discussion of the technique used in establishing SES levels for area census tracts is contained in the Appendix.

Figure 3 is a map of Summit County depicting socioeconomic status levels of census tracts and Table 17 details area population by SES level. All Summit County tracts by SES rank and location (political unit) are shown in Table 29 in the Appendix.

For the Project TOTAL study, the identification of socioeconomic areas was used as the means of operationally defining the disadvantaged population. In other words, an individual residing in any one of the sixteen low-status socioeconomic areas was considered, for the purposes of the study, as disadvantaged. It is recognized that all residents of a low status census tract are not in fact disadvantaged, and that within these areas there is bound to be a considerable variation in the several population and housing characteristics that constitute the SES variable. However, the use of tract status as an approximate means of identifying the disadvantaged was, in the opinion of the investigating team, the best method for the purpose of the study.


SUMMIT
COUNTY, OHIO
0 1 2 3
MILES
High Status
Middle-High Status
Middle-Low Status
Low-Status
CENSUS TRACT BOUNDARY
MUNICIPALITIES within TRACT BOUNDARY

SOCIOECONOMIC AREAS OF SUMMIT COUNTY 1970

Figure 3

Table 17

Akron Metropolitan Area Population Distribution by Socioeconomic Status (SES) of Census Tract of Residence Akron Metropolitan Area, 1973

Socioeconomic Status of Census Tract of Residence	Population Distribution	
	No.	Per- cent.
High	78,271	14
Middle-High	216,945	39
Middle-Low	209,140	38
Low	49,015	9
Total	553,371	100

Source: Project TOTAL, Center for Urban Studies, The University of Akron, based on data from the 1970 Census of Population and Housing, Census Tracts, Akron, Ohio, Report PHC(1)-2.

B. The Disadvantaged and Participation in Adult Education Programs

As part of Project TOTAL, two methods were used to obtain data regarding the disadvantaged and adult education. One was to interview adults currently participating in post secondary education classes and the other was to interview, by telephone, adults from throughout the Metropolitan Area not enrolled in courses. In both instances the sample contained adults residing in areas (census tracts) of low socioeconomic status (SES). Using the SES of the area of residence as an independent variable, data from the Student Questionnaire and the General Public Questionnaire were analyzed to discover what variables are meaningfully related to the respondent's socioeconomic status.

The Student Questionnaire was completed by 474 adults enrolled in fifty-one different classes conducted throughout the Metropolitan Area. Of these adults, 113 resided outside Summit County and four did not identify their census tract of residence. This left 357 respondents living in Summit County whose area of residence was known. The distribution by SES of residence for this group is shown in Table 18 .

Table 18

Socioeconomic Status of Census Tract of Residence
for Respondents to Adult Education, Student Questionnaire
Akron Metropolitan Area, Winter/Spring Session, 1973

Socioeconomic Status of Census Tract of Residence	Respondents to Student Questionnaire	
	No.	Per-cent.
High	70	20
Middle-High	143	40
Middle-Low	107	30
Low	37	10
Total	357	100

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

Of this group of 357 adults, thirty-seven who completed the Student Questionnaire resided in a census tract classified as having low SES, and were considered disadvantaged. While the investigators acknowledge the peril in identifying a person's SES by his place of residence, the analysis of data about the respondent's income range and years of formal education did validate the use of SES of residence as a means of identifying the lower status respondent. (See the Appendix for a further discussion of this point.)

Based on the analysis of the Student Questionnaire data, the disadvantaged participate in adult education courses to a lesser extent than do middle or higher status persons. As shown in Table 19 there is a statistically significant relationship between SES and prior enrollment in adult education courses. Individuals living in the higher SES areas (the high and middle-high categories) indicated a much higher level of prior participation in adult education than the lower SES groups (low and middle-low categories).

Table 19

Participant's Prior Enrollment in an
Adult Education Course by
Socioeconomic Status of Census Tract of Residence[a]
Akron Metropolitan Area, Winter/Spring Session, 1973

Prior Enrollment in Adult Education Course	Percent of Participants, SES of Census Tract of Residence			
	High (N = 70)	Middle-High (N = 143)	Middle-Low (N = 107)	Low (N = 37)
Yes	56	59	40	46
No	44	41	60	54
Total	100	100	100	100

[a] Relationship between SES of census tract of residence and prior enrollment in an adult education course is statistically significant with chi square = 10.55, $p < .02$.

Source: Project TOTAL. Student Questionnaire, Center for Urban Studies, The University of Akron.

The way adults are attracted to adult education courses was found not to be significantly related to SES. This conclusion is revealed by the analysis of the question that asks, "How were you attracted to the course you are presently taking?" Overall the disadvantaged are attracted to adult education courses in much the same manner as individuals residing in middle-high and high SES areas. However, the data suggest that the low status individual is more likely to enroll in a course based on the recommendation of a friend than is a person of higher status.

Another dimension of participation in adult education courses is reasons for enrollment. The data show that the disadvantaged were more likely to enroll in courses related to job performance or employment opportunities. Responses to the question, "Why did you enroll in this adult education course?", were grouped into six categories. Two categories (to gain skills and to improve job performance) are directly job-related; one (self-improvement) is possibly job-related and two others (interest in subject, pleasure, or social reasons) are not job-related. A sixth category (other) contained miscellaneous responses that could not be grouped with any of the other five. Table 20 reveals that over 80 percent of the disadvantaged or low SES group enrolled in adult education courses for reasons either directly or indirectly related to their job or to employment opportunities. Contrasted with this, only 44 percent of the high SES group were taking courses that were directly employment-related.

Table 20

Reasons for Enrolling in Adult Education Course by Socioeconomic Status of Respondent[a]
Akron Metropolitan Area, Winter/Spring Session, 1973

Reasons for Enrollment	Percent of Respondents, SES of Census Tract of Residence			
	High (N=68)	Middle-High (N=141)	Middle-Low (N=105)	Low (N=37)
To Gain Skills	34	34	39	24
To Improve Job Performance	10	26	21	27
For Self-improvement	28	20	19	30
Out of Interest in Subject	12	13	10	8
For Pleasure or Social Reasons	13	6	4	..
For Other Reasons	3	1	7	11
Total	100	100	100	100

[a] Relationship between SES of census tract of residence and reasons for enrollment in adult education courses is statistically significant with chi square = 28.18, $p < .02$.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

Since fitting replies into categories can possible distort their meaning, the respondents were aksed directly if they were taking a course to improve their job performance or employment opportunities. Again a significant relationship exists between the SES of respondent's area of residence and the course being taken (See Table 21). Nearly twice as many, 52 percent, of the high SES group responded "no" to this question as did the low SES group (24 percent).

Table 21

Job Relatedness of Participation in Adult Education Courses by Socioeconomic Status of Census Tract of Residence[a]
Akron Metropolitan Area, Winter/Spring Session, 1973

Is Enrollment Related to Job Performance or Employment?	Percent of Respondents, SES of Census Tract of Residence			
	High (N=69)	Middle-High (N=142)	Middle-Low (N=106)	Low (N=37)
Yes	48	59	62	76
No	52	41	38	24
Total	100	100	100	100

[a] Relationship between SES of census tract of residence and job relatedness of adult education participation is statistically significant with chi square = 13.19, $p < .05$.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

Along with reasons for enrollment, the type of course in which the disadvantaged participated was studied. The fifty-one courses in which interviews were conducted were grouped into three types--basic education, vocational-technical, and personal development. The analysis of data shows a significant relationship between SES and type of course, with the high and middle-high status respondents much more inclined to enroll in personal development courses and the low and middle-low status individuals favoring vocational-technical courses (See Table 22).

Table 22

Type of Course Enrollment of Participant in Adult Education Course by Socioeconomic Status of Census Tract of Residence[a] Akron Metropolitan Area, Winter/Spring Session, 1973

Type of Course	Percent of Respondents, SES of Census Tract of Residence			
	High (N=70)	Middle-High (N=143)	Middle-Low (N=107)	Low (N=37)
Basic Education	7	2	7	13
Vocational/Technical	36	47	58	57
Personal Development	57	51	35	30
Total	100	100	100	100

[a] Relationship between SES of census tract of residence and type of course enrollment is statistically significant with chi square = 20.59, $p < .01$.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

The Student Questionnaire contained several questions pertaining to the particular course in which respondents were enrolled. These questions dealt with course satisfaction, physical facilities, course tuition, and counseling. For only one of these variables was there a statistically significant relationship with SES. This occurred for the question asking whether the respondent felt that counseling should be provided by the organization to help the individual choose his classes or to help him with problems. Just over 70 percent of the low SES group felt counseling should be provided while about half that number, 35 percent, of the high SES group was in favor of counseling services (See Table 23).

With regard to the costs of adult education, respondents were asked whether they thought course tuition was high, reasonable, or inexpensive. The replies to this question did not show a significant difference on the basis of SES. In other words, disadvantaged persons enrolled in courses were no more inclined to feel courses were expensive than were individuals from other SES levels.

Table 23

Participants' Feelings About Providing Counseling in Conjunction with Adult Education Courses by Socioeconomic Status of Census Tract of Residence[a] Akron Metropolitan Area, Winter/Spring Session, 1973

Should Counseling be Provided?	Percent of Participants, SES of Census Tract of Residence			
	High (N=65)	Middle-High (N=134)	Middle-Low (N=101)	Low (N=34)
Yes	35	42	49	71
No	54	41	35	9
No Opinion	11	17	16	20
Total	100	100	100	100

[a] Relationship between SES of census tract of residence and respondents' feelings about counseling is statistically significant with chi square = 20.98, $p < .01$.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

The last group of variables to be analyzed concerned course time, location, and transportation. When asked to indicate what time of day was best for taking an adult education course--morning, afternoon, evening, or anytime--there was no significant relationship between the individual's response and his SES. This was also true for the questions regarding travel time to class and class location.

The only statistically significant relationship in this group of variables occurred with transportation--how the participants got to class. The low SES group was more inclined to walk, take a bus, or ride with a friend than the high status group (See Table 24).

Table 24

Method of Getting to Adult Education Class by Socieconomic Status of Census Tract of Residence[a]
Akron Metropolitan Area, Winter/Spring Session, 1973

Method of Getting to Class	Percent of Respondents, SES of Census Tract of Residence			
	High (N=70)	Middle-High (N=143)	Middle-Low (N=105)	Low (N=36)
Car	80	88	76	64
Ride with Friend	10	3	10	14
Bus	1	..	5	11
Walk	6	6	7	11
Other	3	3	2	..
Total	100	100	100	100

[a] Relationship between SES of census tract of residence and method of getting to class is statistically significant with chi square = 26.08, $p < .02$.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

C. Reasons Why Disadvantaged Do Not Participate in Adult Education Courses

As previously mentioned, a telephone survey was used to obtain data from a sample of households in the Metropolitan Area. The sample was drawn to correspond to the proportion of all area households that fall within the four SES levels. In this way the low status or disadvantaged population, as defined for the purpose of this study, was in the same proportion in the sample as they are in the areawide population. The validity of this approach is confirmed by the fact that on the basis of income and education, both traditional SES determinants, there is a significant statistical correlation ($p. < .01$) of these variables with SES of the telephone exchange area (See Appendix for additional information.)

The analysis of the data from the General Public Questionnaire provides additional insights regarding the disadvantaged and adult education. Using the SES of the telephone exchange area as an independent variable, there is a significant relationship with participation in adult education programs. In response to the question "Have you taken an adult education course in the past three years?" 32 percent of the respondents living in high status areas answered yes while none of the low status area respondents indicated they had taken a course (See Table 25).

Table 25

Prior Enrollment in Adult Education Course by Socioeconomic Status of Census Tract of Residence[a]
Akron Metropolitan Area, July, 1973

Have You Taken an Adult Education Course in the Past Three Years?	Percent of Respondents, SES of Census Tract of Residence			
	High (N=37)	Middle-High (N=99)	Middle-Low (N=95)	Low (N=23)
Yes	32	16	27	..
No	68	84	73	100
Total	100	100	100	100

[a] Relationship between SES of census tract and prior enrollment in adult education course is statistically significant with chi square = 12.62, $p < .01$.

Source: Project TOTAL, General Public Questionnaire, Center for Urban Studies, The University of Akron.

Another question in the telephone survey asked if respondents remembered seeing the listing of courses offered by the Department of Special Programs at The University of Akron that appeared in a February issue of the Akron Beacon Journal. Among high status respondents, 76 percent recalled seeing the supplement, while only 41 percent from the low status areas remembered it. The overall response to this question indicates that the higher the SES of the respondent, the more likely he was to have seen the adult education supplement that appeared in the local daily newspaper (See Table 26).

Table 26

Recollection of Seeing Newspaper Supplement Listing Adult Education Courses by Socioeconomic Status of Census Tract of Residence[a] Akron Metropolitan Area, July, 1973

Do You Recall Seeing Adult Education Supplement in Local Newspaper?	Percent of Respondents, SES of Census Tract of Residence			
	High (N=37)	Middle-High (N=99)	Middle-Low (N=93)	Low (N=22)
Yes	76	57	56	41
No	24	43	44	59
Total	100	100	100	100

[a] Relationship between SES of Census tract of residence and recollection of seeing adult education supplement in the local newspaper is statistically significant with chi square = 7.6, $p < .05$.

Source: Project TOTAL, General Public Questionnaire, Center for Urban Studies, The University of Akron.

One of the purposes of the General Public Questionnaire was to find out why people do not attend adult education courses; those not currently enrolled were asked why there were not. Responses to this question, which are contained in Table 15 , Section III, (p.   ) reveal that such things as age, family responsibility, lack of interest, and insufficient time and money, account for well over 50 percent of the reasons given. However, if this data is analyzed on the basis of the respondent's SES, there is no statistically significant relationship between a person's SES level and his reasons for not taking adult education courses. In other words, the mix of reasons given are not meaningfully different for those of low or high socioeconomic status.

The questionnaire contained a series of five hypothetical statements that the respondent was told were reasons why people do not participate in adult education courses. The respondent was asked if any of these reasons applied in his or her case. This question was used to probe for reasons that the respondents might not have considered or might have been reluctant to give (See Table 27).

The analysis of these data on the basis of SES reveals the following:

1. Lack of interest, and problems making arrangements at home, as reasons for not participating in adult education courses, are not unique to the disadvantaged. In other words, there is no statistically significant relationship between respondent's SES and the abovementioned reasons for not taking adult education courses.

2. Lack of money and lack of time are significant reasons for the disadvantaged not participating in adult education classes.

3. The disadvantaged are less likely to know what courses are being offered and where, than those of middle and high SES.

One of the questions asked in the telephone survey concerned the length of time respondents would be willing to travel to attend an adult education class. As mentioned in the previous chapter, about 70 percent of the respondents would travel thirty minutes and 95 percent would travel fifteen minutes to attend class. In analyzing the data on the basis of the SES of the respondent's telephone exchange area, one might expect the disadvantaged to be less inclined to spend time getting to class. This was not so. There is no statistically significant difference in the responses of the four status groups to any of the questions about travel time. Thus, it appears that amount of travel time is not an important reason in explaining the participation, or lack of participation, of the disadvantaged in adult education programs.

D. The Participation of the Disadvantaged in Degree-Granting Programs

Another aspect of the participation of the disadvantaged in post secondary programs involves enrollment of students in degree-granting programs at The University of Akron. As

Table 27

Statements of Reasons For Not Participating in Adult Education Courses by Socioeconomic Status of Census Tract of Residence[a] Akron Metropolitan Area, July, 1973

Statements[b]	Percent Respondents Agreeing With Statement, SES of Census Tract of Residence			
	High (N=27)	Middle-High (N=90)	Middle-Low (N=77)	Low (N=23)
1. I'm involved in so many other activities I don't have time to take a course.	44	51	55	22
2. It's too difficult to make arrangements at home to allow me to take a course.	41	47	48	26
3. I really don't know what adult education courses are being offered or where.	26	30	38	56
4. At this point in my life I'm not interested in taking an adult education course.	59	48	47	48
5. I just don't have the extra money to take a course now.	22	38	46	56

[a] Statement one is statistically significant at the level of $p < .05$; statements three and five are significant at the level of $p < .10$; and statements two and four are not significant.

[b] Respondents were asked if the statements about reasons for not participating in adult education courses applied in their situations.

Source: Project TOTAL, General Public Questionnaire, Center for Urban Studies, The University of Akron.

previously mentioned, the investigators chose not to make the University programs a major focus of Project TOTAL. However, data were obtained from the "student master file" (SMF) on a sample of students enrolled at the University by taking every tenth student residing in the Akron Metropolitan Area (Summit County) on a college-by-college basis for the Winter quarter, 1973. In other words, the sample was drawn so every tenth student enrolled in the College of Education was included in the sample as was every tenth student enrolled in the General College, the College of Education, the Community and Technical College, and so on. This procedure produced a sample of 1,071 Akron University students.

Since the Department of Institutional Research at the University does detailed analysis of the student master file data and submits comprehensive reports to the Ohio Board of Regents, the investigators decided only to analyze this data using the census tract of residence of the students in the sample. This was done to determine to what extent students from lower socioeconomic areas are enrolled at the University. The result of this investigation is shown in Table 28 .

Students from lower SES areas (low and middle-low SES levels) represented 38 percent of the students in the sample, while the college-age population (ages eighteen through thirty-four) residing in these lower SES areas is 52 percent of this population. Because of the rigorous sampling technique employed, the investigating team feels these results can be generalized to the entire student population of The University of Akron. Statistical analysis reveals that a significantly smaller ($p < .01$) percentage of students from lower as compared with high status areas are enrolled at the University, when the Akron University student population is compared with the distribution of Summit County's college-age population.

Table 28

Student Enrollment at The University of Akron by Socioeconomic Status of Census Tract of Residence Akron Metropolitan Area, Winter Quarter, 1973

SES of Census Tract of Residence	Student Enrollment[a]	
	No.	Per-cent.
High	257	24
Middle-High	396	38
Middle-Low	349	32
Low	69	6
Total	1,071[a]	100

[a] This represents a sample drawn on a college-by-college basis of every tenth student enrolled at Akron University whose permanent residence is in Summit County.

Source: Project TOTAL, Center for Urban Studies, The University of Akron.

V. DEVELOPING A GENERALIZABLE MODEL FOR ANALYZING ADULT EDUCATION NEEDS

In this section of the Project TOTAL report, the experience gained in studying adult education programs in the Akron Metropolitan Area is used to develop a generalizable model for analyzing adult education needs in any urban community. Since by its very nature Project TOTAL was an exploratory study, what is offered is not a highly refined model but rather a conceptual framework that hopefully will provide the basis by which other communities can analyze their post secondary educational needs.

Course type was used as the primary independent variable in analyzing adult education programs in the Akron area. Figure 4 indicates the relationship between sponsorship (institutional setting) and course type and illustrate some of the overlapping that exists in providing post secondary education courses. For example, vocational-technical courses are offered in three different institutional settings. The important fact to be gained from this analysis is that the same type of courses are often conducted in more than one institutional setting (and as mentioned earlier in the report, p. 7, different types of courses are being conducted within the same institutional setting). The investigators feel that a situation similar to the one depicted in Figure 4 probably exists in other urban areas.

A starting point for developing a post secondary opportunity model is suggested by E. K. Fretwell, Jr. in the article previously cited.[6] He proposes a brief set of general questions concerning the scope, availability, continuity, and quality of adult education programs. Based on the study of Akron's programs, these questions have been revised and expanded. The attempt has been made to state the questions so they can be answered objectively using data that can be gathered in any urban community.

Scope

1. Is there a sufficiently broad offering of the basic types of adult education programs to serve the needs of those who are now enrolled as well as those who are not presently enrolled?

Figure 4

Adult Education Programs by Course Type and Institutional Setting[a]

	Type of Course			
Institutional Setting	Degree Granting	Basic Education	Personal Development	Vocational Technical
Baccalauriate and Graduate Programs in Colleges and Universities	▨			
Two-year Community and Technical Colleges	▨			
Adult Noncredit Programs Offered by Public Educational Institutions		▨	▨	▨
Adult Noncredit Programs Offered by Noneducational Institutions		▨	▨	
Special Training Programs Offered by Private Educational Agencies				▨
Vocational-Related Programs Stimulated by Federal & State Funding				▨

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[a] Shaded area represents commonality between course type and institutional tting.

2. Do course offerings effectively relate to the needs of the adult population, including those residing in low socioeconomic status areas, in terms of providing both programs for personal growth and development and programs for development of job-related skills?

3. Is there opportunity for those with language or learning handicaps to secure remedial work necessary for them to move on to other learning?

4. Does the process of program development provide a formal means for citizen involvement?

5. Does a logical relationship exist between various "levels" of programs, providing the participant with continuity in his learning experience?

Availability

1. What means are used to inform people about post secondary education programs and are they effective?

2. Are there procedures for counseling adults in the selection of appropriate courses?

3. Are there means for providing financial assistance to participants so that economic barriers to enrollment can be eliminated?

4. Do the time, duration, and location of offerings realistically take into account the potential enrollee's job or family situation, his place of residence or work, and his ability to get to the adult education class?

Participation

1. Do course enrollments reflect participation by a cross section of the adult population on the basis of age, sex, race, and place of residence?

2. Are adults from low socioeconomic status areas participating in the adult education programs in proportion to their representation in the total population?

Quality

1. Are those adults presently enrolled in post secondary programs generally satisfied with the courses they are taking?

2. Is a variety of teaching methods employed in the programs, and are the newest teaching techniques being utilized?

3. To what extent do classes meet for out-of-class social activities as an extension of their adult education experience?

4. Do teachers and instructors find their participation in adult education programs a satisfying experience?

5. Is there a formal method of evaluating adult education courses that allow the participants to indicate their reactions to the course in which they are enrolled?

Coordination

1. Is there a mechanism to allow adult education administrators to meet and discuss programs and coordinate activities?

2. Do organizations specialize in providing adult education courses in order to avoid duplication of effort?

The data sources required to answer the questions posed above, based on the Akron experience, are presented in Figure 5. This analytic framework can be used by others in the systematic investigation of adult education needs. Furthermore, the survey instruments employed in the Akron study, included in the Appendix, should be useful to other investigators either for direct use or as models for developing instruments of their own.

Some of the methodology developed in the Akron investigation may have application in other adult education studies, particularly the technique used for identifying the disadvantaged population, and the methods employed to obtain a general public sample stratified by socioeconomic status for use in the telephone survey. It is the hope of the investigating team that conducted the Akron study that this explanatory investigation will encourage and facilitate the investigation of adult education needs in other communities.

There is another dimension of adult education that requires far greater emphasis. This is the need to promote the concept of continuing education as a life-long goal. For too long program administrators have been content to simply offer courses -- to publish course listings in hopes that there will be sufficient numbers of interested adults enrolling.

Figure 5

Data Requirements for Evaluating Adult Education Needs[a]

Data Source	Parameters of Analysis																	
	Scope					Availability				Participation		Quality					Cooperation	
	Questions																	
	1	2	3	4	5	1	2	3	4	1	2	1	2	3	4	5	1	2
Interviews With Program Administrators				▨	▨	▨	▨	▨					▨			▨	▨	▨
Inventory of Adult Education Course Offerings	▨		▨		▨				▨									
Survey of Adult Participants	▨	▨								▨	▨	▨		▨				
Survey of Adult Nonparticipants	▨	▨							▨									
Survey of Teachers and Instructors							▨						▨	▨	▨	▨		

[a] Shaded areas indicate data sources for answering questions associated with adult education needs model.

The concept of actively promoting courses by selling the benefits of participation is not generally recognized in adult education programs.

Undoubtedly some of the reluctance to participate in adult education courses stems back to the negative experience of many adults in elementary and secondary schools. In too many instances learning was less than a joyous experience. Subject matter often seemed irrelevant or was presented strictly in a lecture fashion with only passive involvement of the students. Fortunately this image is totally inaccurate for many of today's adult education programs. Teaching methods have improved; group participation, audio visual methods, simulation exercises and other techniques are being used to bring the student actively into the learning experience. It is the excitement of learning using contemporary techniques that program administrators should promote. Thus, another dimension of the model for meeting adult education needs is promotion; unless you can attract adults, many of whom have had negative learning experiences, and expose them to the excitement of learning, adult education will fail to reach a majority of our urban population.

NOTES

1. Dr. Peter S. Mousolite, "The Edge of the Chair," a paper presented at the Indiana Legislative Council, Federal-State Relations Conference, Indianapolis, Indiana, February 11, 1970, p. 4.

2. U.S. News and World Report, "Back to School for Millions of Adults," April 2, 1973, pp. 73-74.

3. Dr. Guzzetta's remarks are from an address to the Akron Press Club and quoted in the Akron Beacon Journal, September 25, 1971, p. B1.

4. Dr. Fretwell's article, "Post Secondary Education in Metropolitan Areas," is contained in the Sixty-Seventh Yearbook of the National Society for the Study of Education, Part I, entitled Metropolitanism--Its Challenge to Education. The yearbook is published by the University of Chicago Press, Chicago, Illinois, 1968.

5. Refer to Figure 8 in Appendix II for a map of the Summit County Telephone Exchange Areas.

6. Refer to the Dr. Fretwell article cited in the previous note.

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APPENDIXES

APPENDIX I

IDENTIFYING THE DISADVANTAGED BY CENSUS TRACT OF RESIDENCE

The Akron Metropolitan Area (defined as Summit County for the purpose of this study) is comprised of 105 census tracts (see Figures 6 and 7). As part of a crime analysis study conducted by Dr. Gerald Pyle, Associate Director of the Center for Urban Studies and Assistant Professor of Geography at The University of Akron, forty-nine variables from the 1970 Census of Population and Housing were compiled for all of the Akron area census tracts. Using factor analysis techniques, eighteen census variables were identified as socioeconomic status (SES) indicators. These variables are listed below with the indication of whether they are positively or negatively related to SES. A variable is positively related to SES when an increasing value for the variable produces a higher SES index reading. For example, a high value for "percent families with incomes over $25,000 per year" is related positively to SES, while a high value for percent female blue collar workers is negatively related to socioeconomic status.

Variables found to have a positive relation to SES:

1. Percent of population high school graduates or above
2. Median school years completed
3. Percent male employed white collar
4. Percent female employed white collar
5. Percent families with annual incomes of $15,000 to $24,999
6. Percent families with annual incomes over $25,000
7. Median income
8. Coefficient of change, age fifteen to nineteen between 1960 and 1970

Variables found to have a negative relation to SES:

1. Percent of census tract in wholesale and manufacturing
2. Percent of population sixteen to twenty-one not high school graduates and not enrolled in school
3. Percent of male labor force over sixteen unemployed
4. Percent of female labor force over sixteen unemployed

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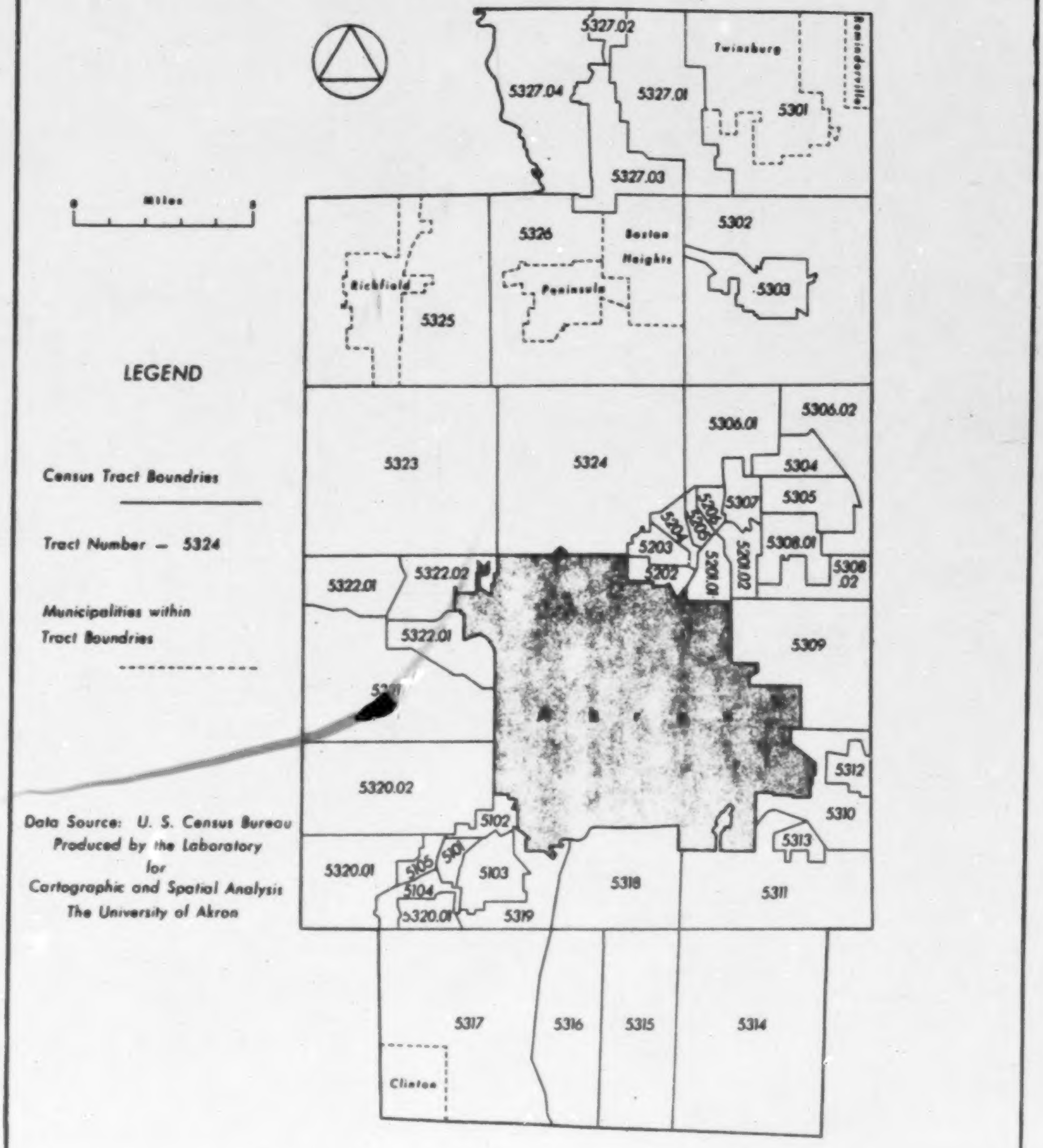
Project TOTAL

*SUMMIT COUNTY
CENSUS TRACTS 1970



Miles
5327.02
5327.04
5327.01
Twinsburg
Reminderville
5301
5327.03
5326
Boston Heights
5302
Richfield
Peninsula
5303
5325
5323
5324
5306.01
5306.02
5304
5307
5305
5203
5202
5201.01
5201.02
5308.01
5308.02
5322.01
5322.02
5322.01
5309
5321
5320.02
5312
5102
5310
5313
5320.01
5105
5101
5103
5104
5318
5311
5320.01
5319
5317
5316
5315
5314
Clinton

LEGEND

Census Tract Boundries

Tract Number — 5324

Municipalities within Tract Boundries

Data Source: U. S. Census Bureau
Produced by the Laboratory
for
Cartographic and Spatial Analysis
The University of Akron

*Map Excludes City of Akron

Drawn by P. Sulentich

Figure 6

CENTER FOR URBAN STUDIES
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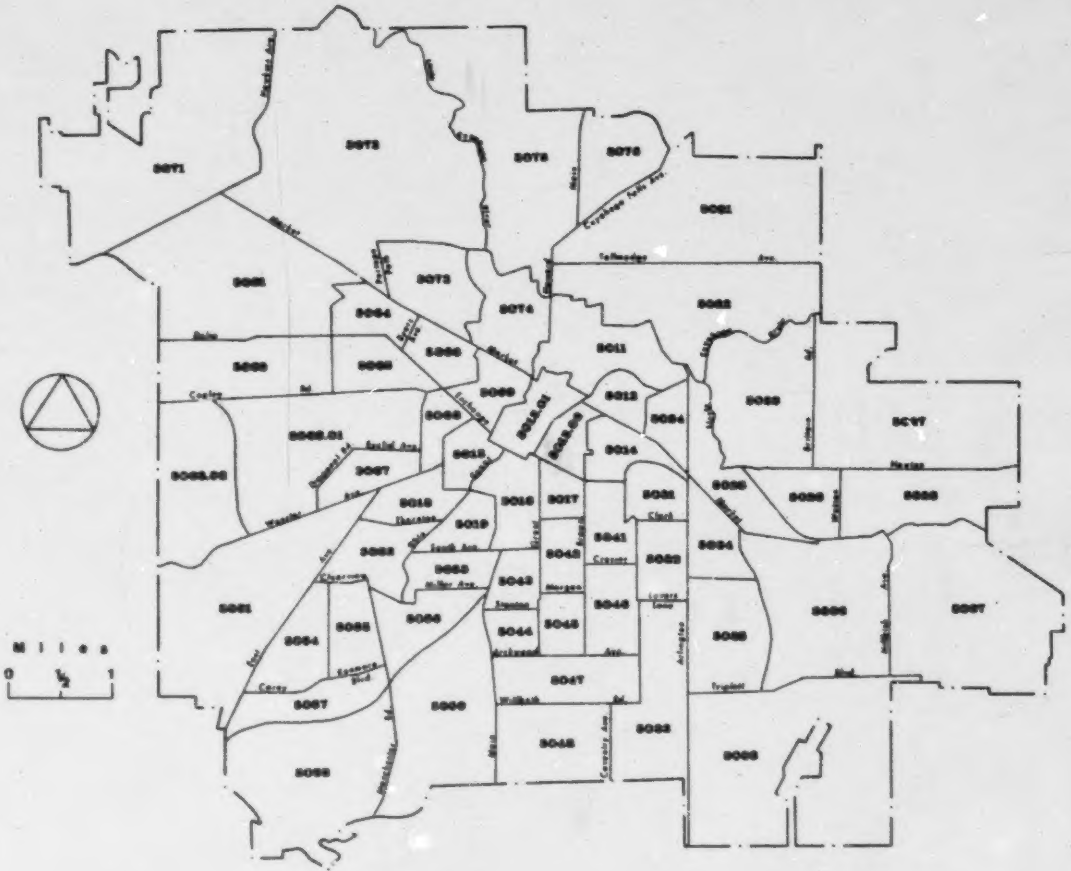
Project TOTAL

CENSUS TRACTS FOR AKRON 1970


5071
5073
5074
5011
5012
5014
5017
5018
5019
5041
5042
5043
5044
5047
Tallmadge Ave.
Cuyahoga Falls Ave.
Main
Market
Copley Rd.
Euclid Ave.
Exchange
Thornton
South Ave.
Miller Ave.
Morgan
Archwood
Ave.
Wilbeth Rd.
Clark
Arlington
Triplett
Blvd.
Newton
Carey
Kenmore Blvd.
Miles
0
½
1

L E G E N D

CENSUS TRACT BOUNDRIES ———————————

(Tract Boundries are either Rivers, Roads, or Canals and are Labeled Accordingly)

TRACT NUMBER — 5088

DATA SOURCE: U. S. CENSUS BUREAU

PRODUCED BY THE LABORATORY
FOR
CARTOGRAPHIC AND SPATIAL ANALYSIS

THE UNIVERSITY OF AKRON

Drawn by Phil [illegible]

Figure 7

5. Percent males employed blue collar
6. Percent females employed blue collar
7. Percent families with annual incomes less than $5,000
8. Percent families with annual incomes $5,000 to $9,999
9. Percent families below poverty level
10. Percent Negro, 1970

In order to derive an SES index for each of the area's 105 census tracts from the eighteen housing and population variables, a standard score (Z score) was calculated for each variable and these scores were combined in proportion to the extent that the specific variable correlated to the overall SES score. In other words, all eighteen variables did not contribute equally to SES; therefore, each variable was used in the determination of tract SES in proportion to its correlation to the overall SES variable.

After obtaining an overall SES index for each of the area's 105 census tracts, these index values were arranged in rank order and the investigating team decided to assign SES labels on the basis of the standard deviation of scores. Thus, any factor score greater than one was placed in the high SES category. A score less than one but greater than zero (the mean of the distribution) was considered in the middle-high SES category. Similarly, a score of less than minus one was assigned to the low SES categories and a score less than zero but not less than minus one was considered to be in the middle-low SES range. The socioeconomic status ranking of all Summit County census tracts are shown in Table 29.

The investigating team recognized that the method of identifying the disadvantaged population on the basis of the socioeconomic status of a person's census tract of residence has definite limitations. As stated in the report, not everyone living in a low status tract is disadvantaged. However, there is precedence for using a geographic area to identify a target population in need of special assistance. Both the Poverty Program (OEO) and the Model Cities Program identified recipients on the basis of their residence.

The investigating team felt the need to try to validate the assumption that socioeconomic status can be approximated on the basis of residence. To do this, questions were included in both the Student Questionnaire and the General Public Questionnaire asking for respondent's occupation, educational attainment, and household income. In both instances these data were used to verify the assumption regarding SES and census tract of residence.

Table 29

Socioeconomic Status of Census Tracts in the Akron Metropolitan Area[a]

High Status Census Tracts

Rank	Census Tract Number	Location (Political Unit)
1	5307	Silver Lake
2	5303	Village of Hudson
3	5071	Akron
4	5072	Akron
5	5322.02	City of Fairlawn
6	5323	Bath Township
7	5302	Hudson Township
8	5073	Akron
9	5061	Akron
10	5203	Cuyahoga Falls
11	5062	Akron
12	5048	Akron

Middle-High Status Census Tracts

Rank	Census Tract Number	Location (Political Unit)
13	5304	Stow
14	5202	Cuyahoga Falls
15	5064	Akron
16	5324	Northampton Township
17	5201.02	Cuyahoga Falls
18	5327.03	Northfield Center Twp.
19	5305	Stow
20	5204	Cuyahoga Falls
21	5014	Akron
22	5322.01	Copley Township
23	5306.02	Stow
24	5205	Cuyahoga Falls
25	5308.02	Tallmadge
26	5047	Akron
27	5013.02	Akron
28	5327.04	Sagamore Hills Twp.
29	5306.01	Stow
30	5206	Cuyahoga Falls
31	5316	Franklin Township
32	5308.01	Munroe Falls
33	5327.01	Macedonia
34	5201.01	Cuyahoga Falls
35	5076	Akron
36	5309	Tallmadge

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[a] Ranking based on factor analysis using eighteen variables from 1970 Census of Population and Housing (Census Tracts, Akron, Ohio Report PHC (1)-2) identified as socioeconomic indicators.

Table 29 (Cont'd)

Middle-High Status Census Tracts

Rank	Census Tract Number	Location (Political Unit)
37	5325	Richfield (Village & Township)
38	5315	Green Township
39	5321	Copley Township
40	5027	Akron
41	5326	Peninsula Village, Boston Township
42	5021	Akron
43	5312	Mogadore
44	5055	Akron
45	5320.02	Norton
46	5013.01	Akron
47	5327.02	Village of Northfield
48	5066	Akron
49	5058	Akron
50	5037	Akron

Middle-Low Status Census Tracts

51	5065	Akron
52	5054	Akron
53	5022	Akron
54	5318	Coventry Township
55	5319	Coventry Township
56	5063.02	Akron
57	5028	Akron
58	5314	Green Township
59	5026	Akron
60	5041	Akron
61	5103	Barberton
62	5017	Akron
63	5301	Twinsburg City, Twinsburg Township, Reminderville
64	5036	Akron
65	5320.01	Norton
66	5311	Springfield Township
67	5046	Akron
68	5075	Akron
69	5317	Franklin Township
70	5033	Akron
71	5102	Barberton
72	5104	Barberton

Table 29 (Cont'd)

Middle-Low Status Census Tracts

Rank	Census Tract Number	Location (Political Unit)
73	5105	Barberton
74	5023	Akron
75	5045	Akron
76	5059	Akron
77	5069	Akron
78	5057	Akron
79	5051	Akron
80	5012	Akron
81	5313	Lakemore Village
82	5063.01	Akron
83	5053	Akron
84	5024	Akron
85	5019	Akron
86	5101	Barberton
87	5310	Springfield Township
88	5052	Akron
89	5042	Akron

Low Status Census Tracts

Rank	Census Tract Number	Location (Political Unit)
90	5031	Akron
91	5035	Akron
92	5015	Akron
93	5056	Akron
94	5038	Akron
95	5032	Akron
96	5068	Akron
97	5025	Akron
98	5067	Akron
99	5044	Akron
100	5074	Akron
101	5016	Akron
102	5011	Akron
103	5018	Akron
104	5034	Akron
105	5043	Akron

In the Student Questionnaire respondents were asked to identify their census tract of residence. In analyzing questionnaire data, this information was used to assign a SES level to each respondent, since every Summit County census tract had been ranked either high, middle-high, middle-low, or low SES. The SES rank was then compared with respondent's household income and educational attainment to determine if a statistically significant relationship existed. On the income variable the relationship with SES was significant at the 0.05 level while for educational attainment there was significance at 0.10.

In the case of the General Public Questionnaire the analysis was taken a step further. Here occupation, education, and income were combined on the following basis to obtain a separate status variable.

Occupation --

- High status (three points)
  - Professionals
  - Managers and administrators
- Middle status (two points)
  - Sales workers
  - Clerical workers
  - Craftsmen, foremen, mechanics, and repairmen
- Low status (one point)
  - Operatives
  - Laborers
  - Service workers
  - Private household workers

Education --

- High status (three points)
  - Four-year college degree or beyond
- Middle status (two points)
  - High school degree or some college
- Low status (one point)
  - Less than high school degree

Income --

High status (three points)

Income equivalent to higher income budget or above ($17,000 or more for four-person household)

Middle status (two points)

Income equivalent to lower or middle income budget (more than $7,800 but less than $17,000 for four-person household)

Low status (one point)

Less than lower income budget (less than $7,800 for four-person household)

The overall status-variable calculated from information supplied by respondent to the General Public Questionnaire was determined by adding the points obtained from occupation, education, and income ranking above. In this manner, a score of eight or nine was assigned a high status rank; a score of five, six, or seven was middle status; and a score of three or four was considered low status.

A comparison was then made of SES determined, first, by the respondent's place of residence, and secondly, by the respondent's occupation, education, and income. Table 30 details this relationship and indicates a statistically significant relationship ($p < .05$) between the two methods of determining respondent's SES. In the minds of the investigators this validated the use of the SES of the census tract of residence as an approximate determinant of the respondent's socioeconomic status.

Table 30

Comparison of Socioeconomic Status Variables as Determined by Census Tract of Residence and by Information on Occupation, Income, and Education from General Public Questionnaire[a] Akron Metropolitan Area, July, 1973

SES Based on Respondent's Occupation, Income and Education	Percent of Respondents[b] SES of Census Tract of Residence			
	High (N=10)	Middle-High (N=51)	Middle-Low (N=25)	Low (N=10)
High	..	18	12	10
Middle	100	80	88	70
Low	..	2	..	20

[a] Relationship is statistically significant with chi square = 13.2, $p < .05$.

[b] Complete data on occupation, income, and education was available for ninety-six respondents. Where respondent was not principal wage earner, occupation information was not requested.

Source: Project TOTAL, General Public Questionnaire, Center for Urban Studies, The University of Akron

APPENDIX II
Additional Tables and Figures

Table 31
CENSUS POPULATION AND HOUSING UNITS COUNTS BY POLITICAL UNIT SUMMIT COUNTY[a]

Political Unit	Final Pop. Count 1970	Population % of County	Housing Units 1970	Housing Units % of County
Cities				
Akron	275,425	49.77	95,785	54.27
Barberton	33,052	5.97	10,987	6.22
Cuyahoga Falls	49,678	8.98	15,686	8.88
Fairlawn	6,102	1.10	1,988	1.12
Macedonia	6,375	1.15	1,718	.97
Norton	12,308	2.22	3,539	2.00
Stow	19,847	3.59	5,474	3.09
Tallmadge	15,274	2.76	4,524	2.56
Twinsburg	6,432	1.16	1,789	1.01
Villages				
Boston Heights	846	.15	259	.14
Clinton	1,335	.24	433	.25
Hudson	3,933	.71	1,182	.67
Lakemore	2,708	.49	853	.48
Mogadore	3,207	.58	892	.51
Munroe Falls	3,794	.69	988	.56
Northfield	4,283	.77	1,216	.69
Peninsula	692	.13	226	.13
Reminderville	215	.04	54	.03
Richfield	3,228	.58	855	.50
Silver Lake	3,637	.66	1,185	.67
Townships				
Bath	7,552	1.36	2,142	1.21
Boston	1,504	.27	525	.30
Copley	8,633	1.56	2,551	1.44
Coventry	13,429	2.43	4,368	2.47
Franklin	15,114	2.73	4,426	2.50
Green	13,473	2.43	3,959	2.24
Hudson	4,462	.81	1,181	.67
Northampton	5,662	1.02	1,638	.93
Northfield Center	4,364	.78	--[b]	--[b]
Richfield	1,715	.31	477	.27
Sagamore Hills	6,756	1.22	--[b]	--[b]
Springfield	16,921	3.06	5,216	2.95
Twinsburg	1,415	.26	447	.25
Summit Total	553,371		176,593	

[a] Includes revised population figures for Northfield Village, Northfield Center Township, and Sagamore Hills Townships and revised housing figures for Northfield Village.

[b] Currently unavailable.

Source: 1970 Census of Population and Housing, U.S. Bureau of the Census

Table 32

Course Duration for Adult Education by Type of Course
Akron Metropolitan Area, Winter/Spring Session, 1973

Type of Course	Course Duration in Weeks						
	1-12	13-30	31-50	51-90	91-250	Continuous[a]	Total
Basic Education	7	13	8	..	..	14	42
(%)	(17)	(31)	(19)	..	..	(33)	(100)
Personal Development	343	17	6	..	..	9	375
(%)	(91)	(5)	(2)	..	..	(2)	(100)
Vocational-Technical	114	7	43	18	24	17	223
(%)	(51)	(3)	(19)	(8)	(11)	(8)	(100)
Total	464	37	57	18	24	31	640[b]
(%)	(73)	(6)	(9)	(3)	(4)	(5)	(100)

[a] Course offering is on-going with student free to enter or leave at his choice--student progresses at his own speed.

[b] Total is less than 661 because data were not available for twenty-one course offerings.

Source: Project TOTAL, Course Fact Sheet, Center for Urban Studies, The University of Akron.

Table 33

Basis for Compensating Adult Education Instructors Akron Metropolitan Area, 1973

Basis of Compensation	Organizations	
	No.	Percent.
Hour	14	41
Class Session	3	9
Course	4	12
Annual Salary	8	23
Other	1	3
Not Applicable	4	12
Total	34	100

Source: Project TOTAL, Administrator's Interview Schedule, Center for Urban Studies, The University of Akron.

Table 34

Methods Used by Program Administrators to Attract Students to Adult Education Courses Akron Metropolitan Area, 1973

Methods	Administrators[a] (N=34)	
	No.	Per-cent.
Brochures		
Handouts	27	79
Direct Mail	16	47
Newspaper Advertisements	18	53
Press Releases	15	44
Radio Announcements	14	41
Television Announcements	4	12
Other	22	65

[a] Question allowed multiple response so figures do not total; percentages based on number of all administrators interviewed using method.

Source: Project TOTAL, Administrator's Interview Schedule, Center for Urban Studies, The University of Akron.

Table 35

Age of Respondents to Student Questionnaire
Akron Metropolitan Area, Winter/Spring Session, 1973

Age	Type of Course of Respondent							
	Basic Education		Personal Development		Vocational-Technical		Total	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
24 and Under	..	..	43	23	80	33	123	27
25-34	12	57	57	30	86	35	155	34
35-44	2	10	34	18	36	15	72	16
45-54	3	14	39	21	32	13	74	16
55-64	..	..	14	7	8	3	22	5
65 and Over	4	19	3	2	1	[a]	8	2
Total	21	100	190	100	243	100	454[b]	100

[a] Represents less than 0.5 percent.

[b] Total is less than 474 because data were not available for twenty respondents.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

Table 36

Convenience of Adult Education Course Location
Akron Metropolitan Area, Winter/Spring Session, 1973

Is Class Location Convenient?	Type of Course of Respondent							
	Basic Education		Personal Development		Vocational-Technical		Total	
	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.
Yes	21	96	189	94	217	88	427	91
No	1	5	13	6	29	12	43	9
Total	22	100	202	100	246	100	470[a]	100

[a] Total is less than 474 because data were not available for four respondents.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron

Table 37

Participant's Evaluation of Adult Education Fees
Akron Metropolitan Area, Winter/Spring Session, 1973

Evaluation of Tuition	Type of Course of Respondent							
Fees	Basic Education		Personal Development		Vocational-Technical		Total	
	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.
High	..	..	10	5	27	13	37	9
Reasonable	17	94	150	82	140	69	307	76
Inexpensive	1	6	22	12	36	18	59	15
Total	18	100	182	100	203	100	403[a]	100

[a] Total is less than 474 because data were not available for seventy-one respondents.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

Table 38

Participant's Rating of Adult Education Physical Facilities Akron Metropolitan Area, Winter/Spring Session, 1973

Rating of Facilities	Type of Course of Respondent							
	Basic Education		Personal Development		Vocational-Technical		Total	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Good	10	44	97	49	109	44	216	46
Adequate	12	52	71	36	82	33	165	35
Passable	1	4	28	14	44	18	73	16
Poor	..	..	4	2	12	5	16	3
Total	23	100	200	100	247	100	470[a]	100

[a] Total is less than 474 because data were not available for four respondents.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

Table 39

Whether Adult Education Classes Hold Out-of-Class Social Activities
Akron Metropolitan Area, Winter/Spring Session, 1973

Are Out-of-Class Social Activities Held?	Type of Course of Respondent							
	Basic Education		Personal Development		Vocational-Technical		Total	
	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.
Yes	15	71	33	17	49	20	97	21
No	6	29	166	83	196	80	368	79
Total	21	100	199	100	245	100	465[a]	100

[a] Total is less than 474 because data were not available for nine respondents.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.

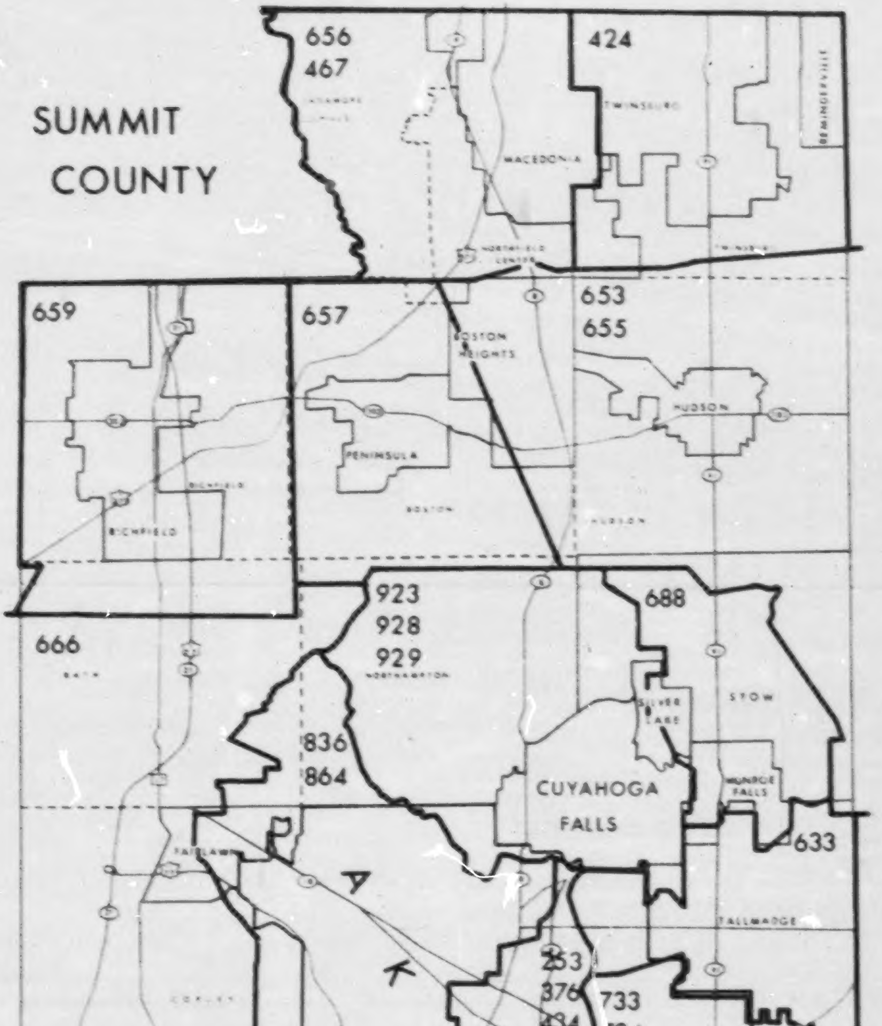
Table 40

Participant's Opinion About Out-of-Class Social Activities Akron Metropolitan Area, Winter/Spring Session, 1973

Do You Favor Out-of-Class Social Activities?	Type of Course of Respondent							
	Basic Education		Personal Development		Vocational-Technical		Total	
	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.	No.	Per-cent.
Yes	7	88	64	37	70	31	141	35
No	..	..	46	26	55	25	101	25
No Opinion	1	13	64	37	98	44	163	40
Total	8	100	174	100	223	100	405[a]	100

[a] Total is less than 474 because data were not available for sixty-nine respondents.

Source: Project TOTAL, Student Questionnaire, Center for Urban Studies, The University of Akron.


SUMMIT COUNTY
656
467
MACEDONIA
424
TWINSBURG
REMINDERVILLE
NORTHFIELD CENTER
659
RICHFIELD
657
BOSTON HEIGHTS
PENINSULA
BOSTON
653
655
HUDSON
923
928
929
NORTHAMPTON
666
BATH
836
864
688
SILVER LAKE
STOW
CUYAHOGA FALLS
MUNROE FALLS
633
FAIRLAWN
AKRON
TALLMADGE
COPLEY
253
376
434
535
762
733
784
825
753
745
724
773
MOGADORE
628
NORTON
LAKEMORE
BARBERTON
644
COVENTRY
699
SPRINGFIELD
882
FRANKLIN
896
GREEN
CLINTON

November, 1973

Figure 8

Summit County Telephone Exchange Areas

APPENDIX III

DATE: ____________ INTERVIEWER: _______________

CENTER FOR URBAN STUDIES
THE UNIVERSITY OF AKRON
Project TOTAL

ADMINISTRATOR'S INTERVIEW SCHEDULE

I. GENERAL DATA

1. Name of agency: ____

2. Name of interviewee: ___________________________________

3. His position: ____

4. What are your responsibilities in this position? ______

   ____

   ____

   ____

   ____

5. When did the agency begin your adult education program?

   ____

6. What is your instructional period? __________ 1. Quarter
   __________ 2. Semester
   __________ 3. Year
   __________ 4. Other:
   ____

7. How many courses were offered in 1972 and how many were actually given?

   Offered _____ Given _____

8. Do you feel that any special needs exist in the Akron Metropolitan area in the realm of adult education? __________

   ____

II. ENROLLMENT

1. What are your enrollment figures for 1971?

____________ Total enrollment
____________ Total day enrollment
____________ Total night enrollment

2. Has there been any growth in enrollment over the last five years?

______ 1. Yes
______ 2. No

3. If yes, has the increase been:

______ 1. Considerable
______ 2. Moderate
______ 3. Minimal

4. If no, has the enrollment decreased?

______ 1. Yes
______ 2. No

5. If yes, has the decrease been:

______ 1. Considerable
______ 2. Moderate
______ 3. Minimal

6. If an increase or decrease has occurred, why do you think this has happened? ____

____

7. What percentage of your enrollment is black? ____________

8. What percentage of your enrollment is female? ____________

III. ADMISSION

1. Do you require a minimum educational level for admission?

_____ 1. Yes
_____ 2. No

2. If yes, does this requirement apply to all the courses?

_____ 1. Yes
_____ 2. No

3. If the answer to (1) and (2) is yes, what level(s) do you require? ____________________

____

4. What is the age of your youngest student? __________

____

5. Is this the youngest age you admit to your program?

_____ 1. Yes
_____ 2. No

6. Do you set a maximum age for admission?

_____ 1. Yes
_____ 2. No

7. If yes, what age? ____________________

8. Do you give the applicant an achievement or aptitude test in order to admit him or place him?

_____ 1. Yes
_____ 2. No

9. Is your program open to the general public?

_____ 1. Yes
_____ 2. No

10. Do you restrict admission in any other way(s)?

_____ 1. Yes
_____ 2. No

III. ADMISSION (CONTINUED)

11. If yes, how? ______________________________

____

12. If yes to Question 10, how do you make a final selection? (e.g., interview) ______________________

____

____

IV. CURRICULUM

1. What is the educational objective of your program? _____

____

____

2. What methods of instruction are used?

_____ 1. Lecture
_____ 2. Individual study
_____ 3. Group participation with a leader
_____ 4. Leaderless group discussion
_____ 5. On-the-job training or work-study
_____ 6. Laboratory or shop
_____ 7. Other: ______________________

____

3. Which is the primary method of instruction? __________

4. Are textbooks used in the courses?

_____ 1. Yes, in all of the courses
_____ 2. Yes, in most of the courses
_____ 3. Yes, in a few of the courses
_____ 4. No

5. If yes, are these free to the students?

_____ 1. Yes
_____ 2. No

6. Is the students' performance evaluated?

_____ 1. Yes
_____ 2. No

7. What basis is used in the evaluation of the students? _

____

____

8. Do those graduating receive certificates or diplomas?

_____ 1. Yes
_____ 2. No

IV. CURRICULUM (CONTINUED)

9. What criteria does your organization use in deciding whether or not to offer specific adult education activities or to repeat activities already offered?

____

____

____

10. Do you ever cooperate with other organizations in offering a course?

_____ 1. Yes
_____ 2. No

11. If yes, which organization(s)? ________________________

____

12. Is there an advisory council or committee used to help with the adult education program?

_____ 1. Yes
_____ 2. No

13. If yes, please describe its composition and function(s):

____

____

____

14. Which of the following means do you use to attract students?

_____ 1. Brochures
_____ 2. Direct mailing of brochures
_____ 3. Newspaper advertisements
_____ 4. Press releases
_____ 5. Radio or television announcements
_____ 6. Other: ____________________

____

15. Do you attempt to evaluate your overall program?

_____ 1. Yes
_____ 2. No

V. STAFF

1. What qualifications do your teachers and group leaders have?

____

____

____

2. What experience have they had, especially in the adult education field? ______________________

____

____

3. Are your instructors paid?

_____ 1. Yes
_____ 2. No

4. If instructors are paid, are they paid by:

_____ 1. Hour
_____ 2. Session
_____ 3. Course
_____ 4. Year
_____ 5. Other: ____________

____

5. Do you have any type of preservice or inservice training for your adult education teachers?

_____ 1. Yes
_____ 2. No

6. If yes, please describe this training in terms of objectives, length of training, content, etc.: ____________

____

7. Do you provide counseling?

_____ 1. Yes
_____ 2. No

V. STAFF (CONTINUED)

8. What types of counseling are provided? (Probe for assistance regarding job placement and further education placement.) ______________________________

____

____

9. If yes to Question 7, is counseling provided before a person enters the program?

   _____ 1. Yes
   _____ 2. No

10. If yes to Question 7, is counseling available during the program?

   _____ 1. Yes
   _____ 2. No

VI. FINANCING

1. How is the program funded?

______ 1. Tuition fees
______ 2. Public funds, federal
______ 3. Public funds, state
______ 4. Public funds, local
______ 5. Private grants or contributions
______ 6. Private funds
______ 7. Membership fees
______ 8. Other: ______________________________
____

2. Do you ever give financial assistance to students?

______ 1. Yes
______ 2. No

3. If yes, which method of assistance do you use?

______ 1. Loan
______ 2. Waiving tuition fees
______ 3. Waiving other costs, such as textbooks
______ 4. Combination of (2) and (3)
______ 5. Other: ______________________________
____

VII. PHYSICAL FACILITIES

1. In what type of physical facilities are most of your classes held?

_____ 1. Church hall or basement
_____ 2. School classroom
_____ 3. Community center
_____ 4. Room in your organization's building
_____ 5. Other: ______________________________

____

2. Are any of your facilities especially designed for adult education classes:

_____ 1. Yes
_____ 2. No

3. If so, for which courses are these used? __________________

____

4. Do you have to limit your enrollment because of lack of facilities?

_____ 1. Yes
_____ 2. No

5. Do you ever make your facilities available for use by outside groups?

_____ 1. Yes
_____ 2. No

Date________________

APPENDIX IV

CENTER FOR URBAN STUDIES
THE UNIVERSITY OF AKRON
Project TOTAL

COURSE FACT SHEET

Institution________________ Name of Person Completing Sheet________________

Course Description (Number Consecutively)	No. of Years Offered (See Overleaf for Coding Guide)	Duration of Course - Number of Weeks	No. of Hours Per Week	No. of Times Offered in 1972	Perceived Educational Purpose of Course

For any inquiries call 375-7616

Coding Guide for Number of Years Offered:

0. Never before offered
1. 1 year
2. 2 to 3 years
3. 4 to 5 years
4. 6 to 10 years
5. Over 10 years

COURSE FACT SHEET (CONT'D)

Course Number (From Page 1)	Method of Instruction (See Overleaf for Coding Guide)	Tuition Fees	Number of Students Enrolled in Current Session	Approx. No. of Black Students in Current Session	No. of Females in Current Session	Age Range of Students in Current Session (See Overleaf for Coding Guide)	Exact Location of Class

Coding Guide for Method of Instruction:

1. Lecture
2. Individual study
3. Group participation with a leader
4. Leaderless group discussion
5. On-the-job training or work study
6. Laboratory or shop
7. Other: State ____________________

____

Coding Guide for Age of Students:

1. Under 25 (16 to 24)
2. 25 - 34
3. 35 - 44
4. 45 - 54
5. 55 - 64
6. 65 and over

APPENDIX V

CENTER FOR URBAN STUDIES
THE UNIVERSITY OF AKRON
PROJECT TOTAL

STUDENT QUESTIONNAIRE

Institution: ____________________ Date: _______________

Course title: ____________________ Class time: ________

Location: ____

1. Have you ever taken an adult education course anywhere prior to the one in which you are presently enrolled?

______1. yes
______2. no

2. What adult education courses have you taken in the past three years? (indicate year and course titles)

Year	Course Titles	Sponsoring Organization
1970		
	____________________	____________________
	____________________	____________________
	____________________	____________________
1971		
	____________________	____________________
	____________________	____________________
	____________________	____________________
1972		
	____________________	____________________
	____________________	____________________
	____________________	____________________

3. How were you attracted to the course you are presently taking?

_______1. brochures
_______2. direct mailing of brochures
_______3. newspaper advertisements
_______4. press releases
_______5. radio or television announcements
_______6. recommended by friends
_______7. other - state: ______________

____

4. Why did you enroll in this course? ______________________

____

____

5. Are you satisified with this course?

_______1. very satisfied
_______2. satisfied
_______3. mostly satisfied
_______4. mostly dissatisfied
_______5. dissatisfied

6. Explain why you are satisfied or dissatisfied with the course. ______________________________

____

____

7. Have you any suggestions to make about the course or program generally? If so, please state: ______________________

____

____

8. Are you taking this course to improve your job performance and/or employment opportunities?

_______1. yes
_______2. partially yes
_______3. no

9. How do you consider the facilities (classroom, building, etc.) in which this course is being given?

_____1. good -- well suited for course
_____2. adequate -- satisfactory for course
_____3. passable -- some improvements needed
_____4. poor -- not well suited for course

10. What improvements, if any, would you recommend for the facilities? ____

____

____

11. Approximately how many minutes does it take you to get to class (one way)? ____________________________

12. How do you get to class?

_______1. walk
_______2. bus
_______3. your own car
_______4. friend's car
_______5. other - state: __________

____

13. Is the place where this course is offered in a convenient location?

_____1. yes
_____2. no

14. If the location is not convenient - why not? __________________

____

____

15. What is the best time of day for you to take an adult education course?

______1. morning
______2. afternoon
______3. evening
______4. anytime
______5. other - state ______________

____

16. When is the best time of the week for you to take an adult education course?

______1. Monday through Friday
______2. Saturday or Sunday
______3. No preference

17. How much do you estimate the total cost to be for you to take this course? (indicate amount next to expense category)

$____________ tuition

$____________ books and supplies

$____________ transportation (if you drive, multiply total mileage by 10¢)

$____________ babysitting

$____________ miscellaneous costs

18. If tuition is charged for the course you are now taking, do you feel that the fee is:

__________1. high

__________2. reasonable

__________3. inexpensive

19. Does this class ever participate in out-of-class social get-togethers?

________1. yes

________2. no

20. If no, how would you feel about social get-togethers outside the classroom?

______1. in favor
______2. not in favor
______3. no opinion

21. Do you feel that counseling should be provided by the organization to help you choose your classes or to help with problems you may have?

______1. yes
______2. no
______3. no opinion

In order for us to analyze the above information completely, we need the following data (questions 22 through 39). May we assure you that all information collected as part of this study will remain completely confidential.

22. Sex: ____________________

23. Age: ____________________

24. Marital status:

______1. single
______2. married
______3. separated
______4. divorced
______5. widowed

25. Country of birth: ________________________

26. If born outside the U.S., in what year did you arrive in the U.S.? ____________________

27. Is English your native language?

______1. yes
______2. no

28. If English is not your native language, what is your native language? __________________________

29. In which type of political unit do you live?

______1. city
______2. village
______3. township
______4. not sure - state: ______

____

30. What is the name of the city, village, or township in which you live? ____________________

31. If you live in the city of Akron, Barberton, or Cuyahoga Falls or the township of Coventry, Norton, Green, or Franklin, please refer to the attached maps and indicate below the number of the census tract in which you live. (do not give your home address)

census tract number: ____________________

32. Do you rent or own your place of residence?

______1. rent
______2. own
______3. other - state: ______

____

33. How many persons are in your household? ____________

34. Are you the principal wage earner in your household?

______1. yes
______2. no

35. How many hours per week are you generally employed?

______1. 35 hours or more
______2. 1 - 34 hours
______3. not employed

36. If employed, what is your present job? ____________

____

37. What are your usual working hours? ________ to ________

38. What is your household's monthly income? (Total income of all wage earners in household. To calculate monthly income, multiply weekly income by 4.3.)

______1. less than $250
______2. $250 to $415
______3. $416 to $584
______4. $585 to $749
______5. $750 to $829
______6. $830 to $1,249
______7. $1,250 to $1,669
______8. Over $1,670

39. How many years of formal education have you completed?

______1. grades 1 to 7
______2. grade 8
______3. grade 9
______4. grade 10
______5. grade 11
______6. grade 12
______7. GED (General Education Development Test)
______8. 1 to 3 years of college - no degree
______9. associate degree (two-year college)
______10. B.A. or equivalent
______11. some graduate work - no degree
______12. graduate degree
______13. other - state: ________

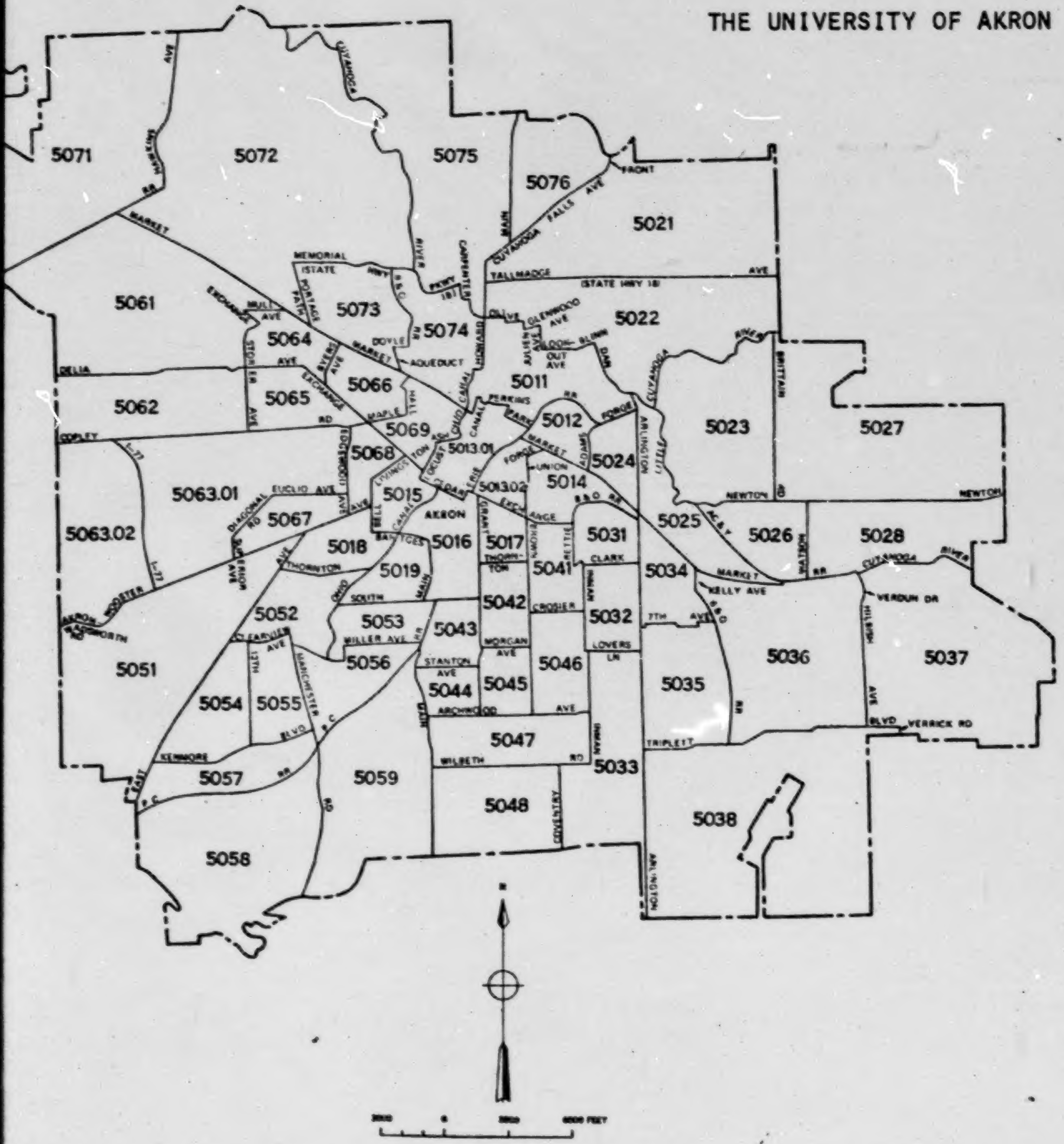
____

40. What is your ZIP code? ______________________

Thank you for helping us with this study of adult education in the Akron Metropolitan Area.

PROJECT TOTAL

CENTER FOR URBAN STUDIES
THE UNIVERSITY OF AKRON



5071
5072
5075
5076
5021
5061
5073
5074
5022
5064
5011
5062
5065
5066
5012
5023
5027
5069
5013.01
5024
5068
5013.02
5014
5063.01
5015
5067
5063.02
AKRON
5025
5026
5028
5018
5016
5017
5031
5019
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5047
5057
5059
5033
5048
5038
5058
MARKET
EXCHANGE
TALLMADGE
CUYAHOGA FALLS AVE
MAIN
ARLINGTON
NEWTON
WOOSTER
COPLEY
DELIA
TRIPLETT
WILBETH
VERNON DR
VERRICK RD
N
FEET

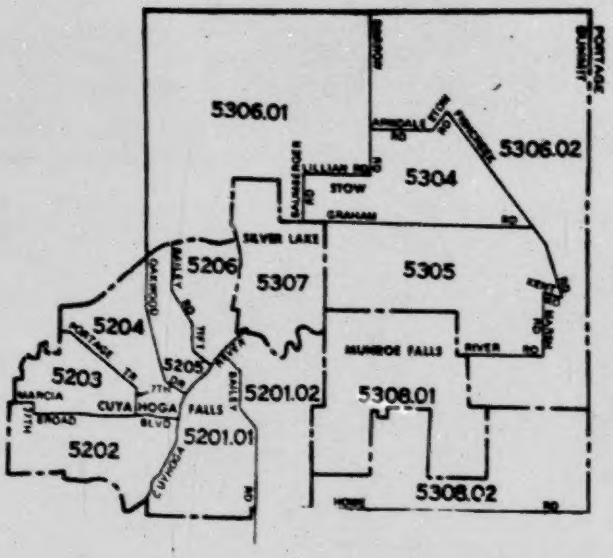
ARTMENT OF COMMERCE
 THE CENSUS

1970 Census of Population and Housing
CENSUS TRACTS
AKRON, OHIO
STANDARD METROPOLITAN STATISTICAL AREA
Final Report PHC(1)-2

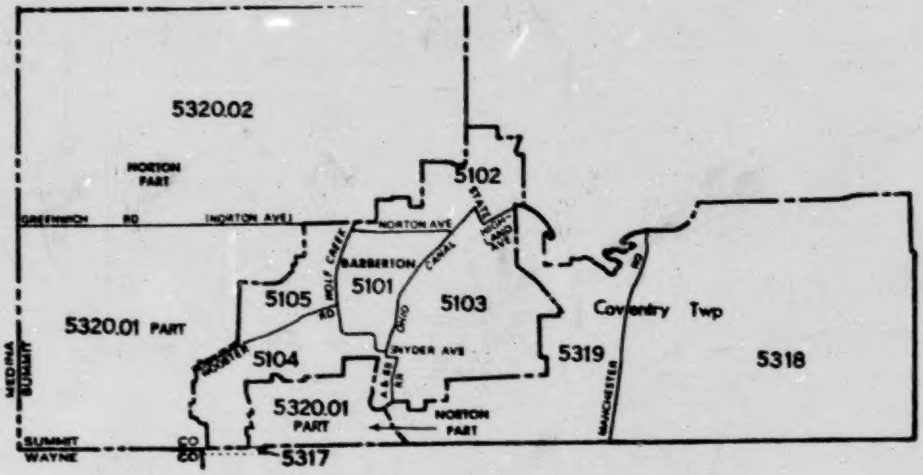
2 OF 3

PROJECT TOTAL

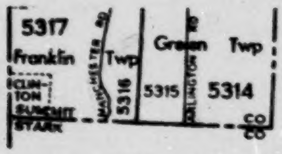
CENTER FOR URBAN STUDIES
THE UNIVERSITY OF AKRON


5306.01
5306.02
5304
STOW
LILLIAN RD
GRAHAM
RD
SILVER LAKE
5206
5307
5305
5204
PORTAGE TR
5203
5205
5201.02
MUNROE FALLS
RIVER
RD
MARCIA
CUYAHOGA FALLS
BROAD
BLVD
5308.01
5201.01
5202
CUYAHOGA
5308.02
RD
PORTAGE
SUMMIT

CUYAHOGA FALLS AND VICINITY


5320.02
NORTON
PART
GREENWICH RD (NORTON AVE)
NORTON AVE
5102
STATE
WOLF CREEK
BARBERTON
CANAL
5101
5105
5103
Coventry Twp
5320.01 PART
5104
SNYDER AVE
OHIO
5319
5318
MEDINA
SUMMIT
5320.01
PART
NORTON
PART
MANCHESTER
SUMMIT
WAYNE
CO
CO
5317

BARBERTON AND VICINITY


5317
Franklin
Twp
Green
Twp
CLIN-
TON
SUMMIT
STARK
MANCHESTER RD
5316
5315
5314
RD
CO
CO

FRANKLIN AND GREEN TOWNSHIPS

APPENDIX VI

CENTER FOR URBAN STUDIES
THE UNIVERSITY OF AKRON
Project TOTAL

GENERAL PUBLIC TELEPHONE INTERVIEW

Interviewer: ____________________ Time: Morning: ____________
Afternoon: ________
Date: ____________________________ Evening: ____________

Telephone number:
Check one:
1. random dialed: ____________________
2. city directory listing: ____________
3. other (specify): _________________

Telephone exchange area: ___________________________

1. Have you taken an adult education course of any type--either credit or noncredit--within the last three years?

_____1. yes
_____2. no

INSTRUCTION: IF "NO," GO DIRECTLY TO PAGE 3, QUESTIONS 9-15.

2. Have you attended an adult education class since January (1973)?

_____1. yes
_____2. no

INSTRUCTION: IF "YES," TURN TO PAGE 2, QUESTIONS 3-8.
IF "NO," TURN TO PAGE 3, QUESTIONS 9-15.

INSTRUCTION: ASK QUESTIONS 3a, 3b, and 3c FOR EACH COURSE BEING TAKEN.

3a. What is the title of the course(s)?
b. When is it held?
c. Where is it located?

Course Title	Classtime (Day and Hour)	Location
____________	____________	____________
____________	____________	____________
____________	____________	____________

4. Why did you enroll in the course(s)? ____________

____

5. Are you taking the course(s) to improve your job performance or employment opportunities?

_____1. yes
_____2. partially yes
_____3. no

6. Approximately how many minutes does it take you to get to class? ____________

7. How do you get to class?

_____1. walk
_____2. bus
_____3. your own car
_____4. friend's car
_____5. other--state: ____________

8. What would be the best time of day for you to take an adult education course?

_____1. morning
_____2. afternoon
_____3. evening
_____4. anytime
_____5. other--state: ____________

9. Are there any special reasons why you are not presently taking an adult education course? ______________________________

____

____

10. If you were considering taking a course, in what kind of course(s) would you enroll? ______________________________

____

____

11. Why would you choose the type of course(s) indicated above? ______________________________________

____

____

12. Here are some reasons why people do not attend adult education courses. Do any of these apply in your situation? Let me read them.

a. I'm involved in so many other activities I don't have time to take a course.
1. yes_____ 2. no_____

b. It's too difficult to make arrangements at home to allow me to take a course.
1. yes_____ 2. no_____

c. I really don't know what adult education courses are being offered or where.
1. yes_____ 2. no_____

d. At this point in my life, I'm not interested in taking an adult education course.
1. yes_____ 2. no_____

e. I just don't have the extra money to take a course now.
1. yes_____ 2. no_____

13. What would be the best time of day for you to take an adult education course?

_____1. morning
_____2. afternoon
_____3. evening
_____4. anytime
_____5. other--state: ________________

____

14. How would you get to class?

_____1. walk
_____2. bus
_____3. your own car
_____4. friend's car
_____5. other--state: ________________

____

15. Would you consider traveling thirty minutes to attend an adult education class?

_____1. yes
_____2. no

(If yes) Would you travel forty-five minutes?

_____1. yes
_____2. no

(If no) Would you travel fifteen minutes?

_____1. yes
_____2. no

Remarks: ________________________________

____

____

INSTRUCTION: QUESTIONS 16 TO 26 TO BE ANSWERED BY ALL RESPONDENTS.

16. Do you rent or own where you are living?

_____1. rent
_____2. own
_____3. other--state: ________________

____

17. Are you employed full- or part-time?

_____1. full-time
_____2. part-time
_____3. not employed

INSTRUCTION: IF RESPONDENT IS EMPLOYED, PROCEED TO QUESTIONS 18-19.

18. What type of work do you do? ________________________

____

19. Are you the principal wage earner in your household?

_____1. yes
_____2. no

20. Are you single or married?

_____1. single
_____2. married
_____3. separated
_____4. divorced
_____5. widowed

21. Would you mind telling me how old you are? ______________

INSTRUCTION: IF RESPONDENT REFUSES TO ANSWER QUESTION 21, PROCEED TO QUESTION 22.

22. Would you tell me, instead, into which of the following categories your age would fall?

_____1. 16-24
_____2. 25-34
_____3. 35-44
_____4. 45-54
_____5. 55-64
_____6. 65 and over

23. How many years of formal education have you completed?

INSTRUCTION: CODE ANSWER--DO NOT OFFER ALTERNATIVES VERBALLY.

_____1. grade 1 to 7
_____2. grade 8
_____3. grade 9
_____4. grade 10
_____5. grade 11
_____6. grade 12
_____7. GED (General Education Development Test)
_____8. some college--no degree
_____9. associate degree (two-year or junior college)
_____10. B.A. or equivalent
_____11. graduate degree
_____12. other--state: ________________

24. Do you remember seeing the special supplement in the Beacon Journal in February that listed adult education classes available at the University?

_____1. yes
_____2. no

25. How many people are in your household? ____________________

INSTRUCTION: USE STANDARDS OF LIVING TABLE WITH QUESTION 27, AND ASK INCOME BASED ON HOUSEHOLD SIZE.

26. Would you say the total income for your household is above (use lower budget amount) ____________________

(If yes) Is it above (Use moderate budget amount) ____________________

(If yes) Is it above (Use higher budget amount) ____________________

INSTRUCTION: MARK HOUSEHOLD INCOME BY BUDGET LEVEL BELOW.

1. Less than lower: ________ 3. Moderate: ____________________
2. Lower: ________ 4. Higher: ____________________

Three Standards of Living for Urban Families
Spring, 1973

No. in Household	Lower	Budget Moderate	Higher
1	$ 2,500	$ 4,000	$ 5,500
2	4,200	6,600	9,100
3	5,900	9,300	13,000
4	7,700	12,000	17,000
5	8,600	13,500	19,000
6	10,000	15,000	22,000
7	11,500	18.000	25,000
8	12,500	19,500	27,000
9	13,000	20,500	28,500
10	14,000	22,000	30,000

Thank you very much for helping us with this study of adult education in the Akron Metropolitan area. The information you have provided will be extremely useful to us.

FURTHER INFORMATION: Not to be asked of respondent.

1. Sex: ____________________

2. Do you think the respondent was foreign born?

_____1. yes
_____2. no
_____3. unable to determine

3. Do you think the respondent was black?

_____1. yes
_____2. no
_____3. unable to determine